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The Meeting That Was Not Held

Wartime conditions necessitated the cancellation of the twenty-third annual meeting of the American Association of Junior Colleges, which had been scheduled for St. Louis, February 23-24, 1943. This issue of the *Journal* therefore includes most of the official reports that would have been presented at that meeting, with the exception of the annual message of the President and the report of the Administrative Committee of the Terminal Education Study, which have been distributed in mimeographed form to all members and therefore are not printed here. Below will be found the report of the newly completed election of officers, conducted by mail by Dean C. C. Colvert, chairman of the nominating committee.

WALTER C. EELLS
Executive Secretary

New Officers Elected

Dean C. C. Colvert, Northeast Junior College, Louisiana, who has served as chairman of the Nominating Committee, reports that the following have been elected as new officers and members of the Executive Committee of the American Association of Junior Colleges for 1943-44:

President—Jesse P. Bogue, Green Mountain Junior College, Vermont

Vice-President—R. W. Goddard, Rochester Junior College, Minnesota

New Members of Executive Committee—

John W. Harbeson, Pasadena Junior College, California

H. A. Dixon, Weber College, Utah

Holdover members of the Executive Committee are as follows:

J. Thomas Davis, John Tarleton Agricultural College, Texas

Walter C. Eells, Executive Secretary, Washington, D. C.

C. C. Colvert, Northeast Junior College, Louisiana (1944)

Marjorie Mitchell, Cottey College, Missouri (1944)

James C. Miller, Christian College, Missouri (1945)

There is one vacancy on the Executive Committee on account of the fact that James M. Ewing, Copiah-Lincoln Junior College, Mississippi, has gone into the Navy.

Proposed Legislation in Massachusetts

EXPLANATORY NOTE: In 1941 the State Legislature (General Court) of Massachusetts created a special commission to report relative to the establishment and operation of junior colleges and to the granting of degrees by such colleges. The Commission, of seven members, has devoted much time and thought to the matters committed to them for consideration. Two members of the Commission, Senator George W. Krapf of Pittsfield and Miss Mildred H. McAfee, president of Wellesley College, have entered the armed services and so did not participate in the final deliberations or sign the final report which was presented to the Legislature early this year. The final report of the Commission was signed by Charles F. Holman, chairman, John P. Tilton, John W. Heselton, and Laurence Law. A brief minority report is signed by Stanislaus G. Wondolowski. While in agreement with the recommendations of the majority report, it questions the desirability of legislation during unstable conditions and recommends postponement of action until after the end of the war..

The text of the majority report was prepared by Dr. John P. Tilton, Professor of Education and Director of Graduate Studies at Tufts College, and has been printed as House Document No. 1335. Because of its general interest to educators throughout the country this significant report is reprinted in the *Junior College Journal* with the approval of Chairman Holman and Dr. Tilton. The complete document of 41 pages includes 18 pages of statistical matter in tabular form drawn entirely from recent publications of the American Association of Junior Colleges—*American Junior Colleges*, *Junior College Directory 1942*, *Present Status of Junior College Terminal Education*, and *Associate's Degree and Graduation Practices in Junior Colleges*. It also includes the text of proposed legislation to make the Commission's recommendations effective.

PERHAPS the most rapidly growing unit of American education during the past ten years has been the junior college. Its development from a relatively few scattered institutions to more than 600 is an indication, at least, of a public demand for a post-secondary school type of education which in most cases is not now provided by the traditionally organized four-year liberal arts college. At first, for the most part, junior colleges were in fact *junior* colleges, offering a type of instruction comparable to that provided in the first two years of the senior college curriculum—mainly a general education in the major subject matter fields of knowledge. Arguments for the support of the junior college movement were primarily economic, since these institutions, being smaller, could be located more conveniently to the homes of their students, and parents who could not afford to send a boy or girl away to school for four years, in many cases, could provide each at home with two years beyond

a high school education at a considerably lower cost.

Some of the earlier junior colleges were private. Many of them were public and part of a system of free education, in some states beginning with the kindergarten and ending with the university. In such states the development of the junior college has been regularized and controlled, since they have been from the beginning a unit of the entire educational system. Problems of standards, of organization and control were settled by a common public educational policy, and the junior college in such instances was integrated and well articulated within the whole system. Transfer from a junior college to a senior institution was almost automatic, and in such states today, the majority of students in the senior institutions are two-year students, graduates previously of a junior college.

In other sections, and in New England in particular, higher education of all types has been from the beginning

largely a private enterprise. Opportunities and facilities for higher education in New England have flourished under such control, and our youth have profited in the past by the very generous support in endowments which interested friends have seen fit to bestow upon them. Public institutions beyond the secondary school level have also contributed greatly to such educational opportunities. Our state universities, teachers colleges, and technical institutions have played a very important part in advanced education, although the predominant institutions in this area still are private in organization and control.

This general trend toward privately administered post-secondary education has been repeated in the growth of the junior college movement in New England. In the entire country 43 per cent of all junior colleges are public institutions; in New England 1 institution out of 47 is a public institution. In the Commonwealth of Massachusetts there are now 25 institutions, members of the American Association of Junior Colleges, although not all have been granted the privilege of calling themselves by this name. One, Springfield Junior College, is publicly controlled, although having a very small enrollment. Of the 25 listed as members of the national association, 6 are proprietary institutions, and the others, under the laws of the Commonwealth, are organized as non-profit educational institutions.

The term "junior college" was probably first used because in function the early schools were in fact junior institutions, providing essential instruction equivalent or at least comparable to the first two years of the senior college. Such general education was primarily

liberal and cultural without direct professional or vocational implications, and gave the student the opportunity to complete his general education, begun in the secondary school.

With the growth of the junior college movement, however, new needs arose among large numbers of students,—needs for a semiprofessional training in addition to that of a completed general education. During the past thirty years many new semiprofessions have developed, requiring more general education and specific training than that provided by the secondary school system, and less than that offered by the four-year senior institutions. In accordance with this public need and demand, the junior colleges throughout the country have developed a program of studies, characterized by two general types of instruction:

1. A general or cultural education, ordinarily of two years' duration, comparable to that provided in the first two years of the four-year liberal arts college and leading in some cases to the direct transfer of the student to the senior colleges for the last two years of more advanced education, wherever such senior colleges accept such work. This was the most characteristic type of instruction in the early years of the junior college movement, and the type which for the most part still characterizes many of the junior colleges in operation throughout Massachusetts.

2. Terminal education, a term used to designate the fact that such education represents an end point in the training of the student, leading directly into a vocation or semiprofession. Such training is usually a combination of professional and general education, and does not seek to duplicate the general educational program of the initial two years of the senior college, although this

part of the program is usually very similar.

This second function of the junior college—that of terminal, semiprofessional training—has come to represent the predominant function in other sections of the country. Emphasis upon either one of these two functions varies from one junior college to another. In New England the general function has until recently predominated, probably because in this section junior colleges have originated in the academies, which, by tradition, facilities, and personnel, were both sentimentally and practically equipped to provide such an education.

It is the view of the Commission that both functions are valid, that both are legitimate, and that both are socially desirable if properly controlled. The Commission believes that the junior college movement is an answer to a public demand, and that, if safeguards can be instituted, it should be encouraged in every possible way by government action. Various youth studies made in several sections of the country, including the Massachusetts Youth Study,¹ reported to the Legislature in 1940, have shown the tremendous need among youth for enlarged opportunities for post-secondary school education, both of the general and the semiprofessional type. The implications of such studies, although completely deferred now by the wartime conditions, seem clear. Post-war needs will undoubtedly be more serious and even more widespread than those revealed by the Massachusetts Youth Study. The junior college organization is peculiarly fitted to satisfy these needs, especially in the case of terminal or semiprofessional education. The majority of youth who will need vocational and profes-

sional training beyond that possible on the secondary school level will not need and will not be able to afford a four-year college course. Moreover, the standards of entrance of senior colleges are such as to limit too greatly education beyond the secondary school, and ever larger numbers of young people need opportunities for such education not now provided by the colleges. The type of training which will be needed increasingly is semiprofessional in nature, similar to that now being offered in the terminal program of the junior college.

The rapid growth in the junior college movement has not been without abuses. Institutions have sprung up attempting to capitalize upon the increasing popularity of the title, "junior college"—schools without adequate facilities or personnel for effective programs. While the Commission feels most definitely that the Commonwealth should encourage by every reasonable means the healthy growth of this unit in our educational system, it is equally definite in its opinion that this growth should be properly controlled in the interests of the Commonwealth, of the parents, and of youth most concerned. Such control should be adequate enough to protect the interests of all and consistent with the long and established policy of the Commonwealth. Standards of excellence should be set, but opportunity at all times left for the establishment of new institutions as the needs arise. The determination of specific standards and the direct control of this movement should probably not be the complete responsibility of the General Court [Legislature], since preliminary decisions in specific cases should largely be a matter of detailed study and technical and professional judg-

¹Massachusetts Youth Study. Senate Document, No. 620, Boston, 1941.

ment. General policies should be the function of the Legislature, with the final authority, of course, reserved to it.

RECOMMENDATIONS

The Commission recommends that the following general provisions be met by any institution desirous of employing the title "Junior College":

I. Definition. The institution must be a post-secondary school, offering instruction on a level and to a degree of thoroughness distinctly above that of the secondary school and on a level below that of advanced senior college specialization. It may offer either or both (a) a two-year course of study on a collegiate level, equivalent in content, scope and thoroughness to that offered in the standard four-year colleges and universities, or (b) a two-year terminal course of study of a vocational or semiprofessional nature.

II. Non-profit Institution. The institution must have been organized and shall have operated as such an institution under the laws of the Commonwealth as a non-profit educational institution for three years immediately prior to the filing of the initial application for the privilege.

III. Faculty. The faculty of the institution shall consist of teachers with adequate preparation and successful experience in their teaching fields. In academic courses, a high percentage of instructors must have satisfactorily completed one year of advanced study after having attained the baccalaureate degree, and ordinarily should possess the master's degree. In terminal, semiprofessional courses, instructors must be able to provide evidence of a high degree of proficiency in their special fields.

IV. Admission Requirements. The basis for admission to the institution shall be the satisfactory completion of a secondary school program, and the secondary school curriculum of the student should correlate satisfactorily with the course of study he is undertaking in the junior college.

V. Graduation Requirements. Requirements for graduation shall be based upon the satisfactory completion of a minimum of sixty semester hours of study exclusive of physical education. A semester hour is defined as a class, meeting for one hour weekly for at least fifteen weeks. Institutions organized on other than the semester hour basis must give evidence of the equivalence of the work provided.

VI. Recognition by Other Institutions. An institution which undertakes to provide the equivalent of the general education of the

first two years of the standard four-year college must give evidence that its work has been approved and recognized by colleges, universities, and professional schools. It should also give satisfactory evidence that its semiprofessional curricula have prepared students adequately for their chosen vocation.

VII. Library. The institution must have an adequate professionally administered library so distributed that the various curricula offered by the institution shall have adequate reference materials. There shall be an adequate supply of current periodicals, including scientific and research journals. The library must be adequately housed, properly catalogued, competently administered, and have a satisfactory annual appropriation for its continued maintenance.

VIII. Laboratories. Laboratories shall be adequately equipped for instructional purposes, with sufficient space and suitable apparatus and equipment to meet the educational objectives of the institution, whether they be cultural or semiprofessional.

IX. Physical Plant. The material equipment of the institution, including its lands, buildings, classrooms and dormitories shall be sufficient to insure efficient operation. The physical plant should provide safe, sanitary and healthful conditions, as judged by modern standards.

X. Degree and Degree-Granting Privileges. No junior college shall grant the baccalaureate degree. Institutions which are granted the use of the title junior college are also granted the right to award the associate degree. Such degrees, however, must be definitive. The associate in arts or associate in science degree shall be granted solely to those students satisfactorily completing the academic curriculum, equivalent to that of the first two years of the standard four-year college. All other degrees shall have an appropriate designation which shall adequately describe the nature of the work satisfactorily accomplished.

XI. Teaching Schedule and Size of Classes. Teaching or classroom hours of teaching shall not exceed 18 hours weekly in the interests of instructional efficiency. Classes shall ordinarily be limited to 30 students, and the ratio of students to instructors above the level of assistants shall not exceed 20 to 1.

XII. Number of Departments. Any institution seeking to provide a program equivalent to the first two years of the standard college program must offer work in at least five separate departments—English, mathematics, foreign languages, natural sciences and social sciences.

XIII. Segregation of Junior College Students. Whenever a junior college and pre-

paratory or secondary school are operated under the same administration, a separation shall be made between the two divisions of the institution. Junior college students and secondary school students shall be housed in separate quarters.

XIV. Finances. In addition to satisfying the authorities that it meets the provisions of a tax free non-profit educational institution, the institution shall submit evidence of sound financial structure and operation over a period of at least three years.

XV. Stability of Organization. The general character of the institution, its professional outlook, and the character and quality of its leadership and personnel shall be determining factors in the approval and final recommendation of the institution.

XVI. Probationary Period. The right and privilege to employ the title "Junior College" and to grant the associate degree shall not become final until four years after it is bestowed. No revocation of the privilege shall affect students already in attendance at the institution.

XVII. Junior College Board. The Commission recommends that a Board, to be known as the Junior College Board, be established. This Board should consist of six members appointed by the Governor, with the advice and consent of the Council, in addition to the Commissioner of Education as chairman. One member of the Board shall represent the colleges and universities; another, the secondary school system; a third, the junior college system; and three others, the general public. The first person named to the Board shall serve a period of six years. Others in order of appointment should serve five, four, three, two and one year, respectively. Subsequent to the appointment of the first Board, a new member shall be appointed annually, to serve a period of six years.

The function of this Board shall be to carry out the provisions and intentions of the General Court, to visit, to examine, and determine the fitness of each institution applying for the privilege of using the title Junior College and of granting the associate degree. The Board shall have the authority to approve such institutions and, after the probationary period of four years, recommend to the General Court the granting of the privilege *in perpetuum*. The Board shall report its actions to the General Court and be subject to its final jurisdiction.

REASONS FOR RECOMMENDATIONS

The junior colleges in the Commonwealth of Massachusetts are growing rapidly in popularity and in public

support. The public needs to be protected against the unwise development of institutions organized to capitalize upon the popularity of the movement for private gain. The determination of the fitness of an institution to undertake the objectives it professes is a matter requiring detailed study of the facts, professional judgment, and an intimate knowledge of educational theory and practice. It is a decision which cannot best be determined by legislative debate. For this reason, the Commission is strongly of the opinion that an agency should be created to perform this task. It is equally of the opinion that the office of Commissioner of Education should not be asked to assume this responsibility itself, except as it acts through an independent board, since the pressure of interested minority groups exerts an unfair influence upon such decisions.

Accordingly, the Commission feels that the General Court should lay down fundamental principles for the determination of the fitness of an institution to be called a junior college and leave the board free to carry out such principles as the needs arise. The general provisions listed above which the Commission recommends are the result of a study of all such state-wide provisions in effect throughout the country. They give the clear intent of the General Court to guarantee the quality and thoroughness of junior college instruction without in any way, which the Commission can see, penalizing any existing institutions or discouraging the establishment of new ones. They define in general though in clearly understood terms the quality of educational practices which the Legislature desires to secure, and properly leave the determination of the fulfillment of them to a non-political, professional board.

The Commission feels strongly that the general cultural aims of the junior college, as well as the terminal aim, should be fostered and encouraged, and does not feel that any discrimination should be made between institutions on the basis of their objectives, providing only that the institutions are meeting a legitimate demand and are organized to provide the type of education they profess to provide in their catalogue announcements.

The Commission is strongly of the opinion that the privileges as sought should be given only to non-profit institutions. It recognizes the fact that this position will be a handicap to a few excellent proprietary institutions that have had a long history of excellent service. However, no plan for the control of this rapidly growing movement would be practicable if it did not limit the privileges requested. It seems only just that whatever economic advantages may accrue to the use of the title Junior College should be devoted to increased educational usages and not to private gain. In this particular the Commission is also solicitous that any legislation effected makes it very difficult to dodge the intent of this principle by any legal device.

The Commission is also of the strong opinion that the privileges as granted should not at first be *in perpetuum*; that a reasonable though limited period of time should ensue before such rights become permanent. It accordingly recommends a probationary period of four years, with the final grant of the title Junior College and accompanying degree-granting privileges a matter for the action of the General Court upon recommendation of the established Board.

In the public hearing held by the Commission, in testimony taken in pri-

vate meetings, and in general discussions of the Commission, one of the points at issue was that of the degree-granting right. After considerable discussion the Commission was of the opinion that the degree-granting privilege and the right to use the title Junior College should be treated as one privilege, and that any institution which satisfies the conditions as laid down by the General Court for the privilege of using the term "Junior College" should also by reason of this possess the right to award the associate degree.

This degree has been in use for about forty years, and from the beginning has been interpreted to mean the completion of two years of study of post-secondary school grade.² Some confusion has arisen in this section of the country because of the fact that Harvard University for awhile granted the degree on the basis of four years of extension work. Some time ago, however, Harvard discontinued using this degree and began awarding the adjunct in arts degree for similar extension work. No college grants the associate in arts (or science) degree in New England today; some grant an adjunct in arts. Throughout the country as a whole the associate degree and modifications of it have come into quite general use. In 37 of the 48 States this degree is now being awarded by junior colleges. The general trend in recent years appears to be toward increasing the number and proportion of junior colleges granting this degree.

The desire of many of the junior colleges in the Commonwealth to have the privilege of granting this degree is due to several factors. In the first place,

²For an excellent account of the history and development of this degree, consult *Associate's Degree and Graduation Practices in Junior Colleges*. Walter Crosby Eells, American Association of Junior Colleges, Washington, D. C., 1942, pp. 6-24.

the degree has a certain prestige value. It is a symbol of accomplishment which is in most respects peculiarly American. Junior colleges feel that it would have very definite economic and educational value to them. In the second place, our institutions within the Commonwealth are competitors with others outside of the State. A good proportion of students attracted to Massachusetts junior colleges are out-of-state students, and our own institutions lose many of our resident students to neighboring states. The inability of our own junior colleges to award degrees at the completion of their course of study is felt by some to be a definite handicap to them in their work in competing with out-of-state institutions having the right. In the third place, a degree has a definite symbolic value. To the possessor of a bachelor of arts degree, the possession of an associate in business administration may not seem to be a coveted prize. To the student unable to attend a four-year institution, the earning of the associate degree, however, may well represent a most worthwhile objective. Senior colleges recognize quality of work when conferring transfer privileges.

Arguments against the granting of the associate degree, for the most part, center in a fear that it may cheapen the four-year college degree and result in competition for students between junior colleges and senior institutions. Such arguments do not seem to be at all substantiated by the experience of other sections of the country. The bachelor of arts and the bachelor of science degrees have had a long and great history in American college education and the Commission feels that the values of such degrees should at all odds be preserved. However, it also feels that senior col-

leges have far more to fear from weak four-year institutions of their own type than from a two-year institution granting the associate degree.

In accordance with these arguments, the Commission is of the opinion that the granting of an associate degree by junior colleges will not cheapen the bachelor's degree, and that it is a legitimate aspiration for junior colleges to have. It feels that some safeguards might properly be set to the award of the degree, and therefore in its recommendations has provided that the associate in arts and the associate in science degrees may be awarded only to students who have completed a curriculum similar or equivalent to that of the first two years of the standard college. For other students in junior colleges it recommends the awarding of definitive degrees, such as associate in business administration, associate in secretarial science and the like. This procedure is followed in many sections of the country, and seems more in line with our own traditions than to award the privilege of granting a general degree for all types of junior college work.

Tables are appended. They are self-explanatory. Drafts of legislation to carry out the Commission's recommendations are also appended.

I congratulate you most because you are a shining example of the best in a great new movement that is growing and growing in the United States. You have shown how a model junior college starting from nothing except the will of a group of high-minded citizens can climb in a few brief years to an outstanding educational force in the state.—GOVERNOR SAM JONES of Louisiana in address at Northeast Junior College.

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Faculty Needs and Requirements*

DAVID B. PUGH and ROY E. MORGAN

FOR some time junior college administrators have been confronted with the problem of securing adequately prepared instructors in the junior college field. This situation prevailed before the war emergency and obviously has become more serious since that time. It is a problem that has in its many phases attracted the attention of a number of investigators within the last few years.

Previous studies have primarily been concerned with the nature of the preparation of junior college instructors. They have largely been based on an analysis of the educational background, teaching experience, and related characteristics of junior college faculties. This was the approach stressed in Lloyd A. Garrison's thorough review previously published in this *Journal*.¹

The present study is an endeavor primarily to determine the shortcomings in the preparation of junior college instructors, using as criteria the judgments of junior college administrators. Kept well in the forefront are the following questions: First, what are the weaknesses of prospective instructors in the field? Second, what are the general requirements and needs in teacher training programs for junior college instructors? Third, what can graduate schools of education do to fit candidates better

for the specialized work at this level? Finally, what specific studies need to be undertaken in order to arrive at definite recommendations concerning the organization of teacher training curricula to meet junior college needs?

Detailed answers to the first two of these questions are provided in this part of the report. The remaining two points will be considered in later parts. Part II will summarize proposed curriculum changes and Part III will be devoted to suggestions for future studies. These particulars may indicate to Association members possibilities for further study and action.

These results will in turn be included as part of a larger study being made by the Commission on Teacher Education of the American Council on Education. This study, which is scheduled to appear during the latter part of 1943, will include data on the preparation of instructors for colleges, universities, and junior colleges as well as a survey of the prevailing attitude of graduate schools toward the preparation of college instructors.

Origin of Survey

Origin of this paper goes back to 1941, when James C. Miller, then president of the American Association of Junior Colleges, named a committee to study the problem of teacher preparation and locate some of the major difficulties. Following correspondence between committee members, a questionnaire was devised as the first step in this study.

*This article is Part I of the report of the Association's Committee on Preparation of Instructors. Parts II and III will appear in later issues of the *Journal*. Personnel of the Committee: David B. Pugh, Supervisor of Undergraduate Centers, Pennsylvania State College, Pennsylvania, *chairman*; Hollis P. Allen, Claremont Colleges, California; Curtis Bishop, Averett College, Virginia; Elizabeth G. Kimball, Westbrook Junior College, Maine; Floyd B. Moe, Virginia Junior College, Minnesota; Elizabeth Prior, Yakima Valley Junior College, Washington; and Roy E. Morgan, DuBois Undergraduate Center, Pennsylvania.

¹L. A. Garrison, "Preparation of Junior College Instructors," *Junior College Journal* (November 1941), 12:135-41, and (December 1941), 12:204-09.

In December 1941 two copies of this questionnaire were sent to representatives of 112 junior colleges with the request that the president or dean fill out one and that some other member of his administrative staff complete the other.¹

Returns were finally received from 105 junior college educators representing 72 different institutions. Sixty-three of those replying were the administrative heads of their respective colleges. That the returns are fairly representative is indicated by several facts. They come from 29 states and the Canal Zone. Of the group, 38 are publicly controlled institutions, 34 privately controlled; 52 are coeducational, the other 20 either for men or women alone, the latter predominating. Both large and small colleges are included. The average enrollment is approximately 620, somewhat higher than the national average for 1941-42 of 514. In all a total of 224 questionnaires were distributed by the committee members, ranging from 20 each in the Northwest and New England to 76 in the North Central. The number sent in each area was prorated on the basis of the number of junior colleges in the area. The percentage of returns from the six regional areas was as follows: Northwest, 90%; Middle

States, 75%; New England, 75%; Western, 68%, North Central, 36%; and Southern, 18%. Table I indicates the returns by areas.

Table I. RETURNS CLASSIFIED BY REGIONAL AREAS

Regional Areas	Number of Individuals	Number of Institutions
United States	105	72
New England	15	9
Middle States	18	13
North Central	28	18
Southern	11	10
Northwest	18	11
Western	15	11

All of these administrators were queried first of all as to the methods most generally used by their institutions in securing instructors. The inquiry revealed that university placement bureaus were depended on to a greater extent than any other agency in the recruitment of new faculty members, and thus was emphasized in a special way the importance of the university in any discussion of the preparation of junior college instructors. An analysis of these returns is summarized in Table II. It will be noticed that in all but one region greatest dependence was placed on university placement bureaus and that the total number of administrators indicating use of this source was more than twice that of any other. The question on the survey form read as

Table II. FREQUENCY OF USE OF VARIOUS METHODS OF SECURING INSTRUCTORS

	Totals	University Placement Bureaus	Teachers Agencies	Faculties of Other Institutions	Other Sources.
United States	180	84	37	27	32
Percentage	100	47	21	15	17
New England	29	15	4	5	5
Middle States	22	13	4	1	4
North Central	49	19	14	8	8
Southern	26	7	9	5	5
Northwest	32	16	2	6	8
Western	22	14	4	2	2

¹For a more complete account of the procedure followed see the chairman's report presented at the 22nd annual meeting of the

Association held in Baltimore, Md., on January 2, 1942: David B. Pugh, "Committee on Preparation of Instructors," *Junior College Journal* (March 1942), 12:406-07.

²A previous man

follows: "Check the method most generally used by your institution in securing instructors. (a) Teacher's agencies, (b) University placement bureaus, (c) Faculties of other institutions, including junior colleges, colleges, and universities, (d) Other sources (Explain)."³

In listing other sources from which faculty members were recruited, some administrators cited transfers from the high school to the junior college staff. Recommendations of faculty members and reliable friends, former students graduated from senior colleges, and personal contacts were other methods relied upon.

Weaknesses Appraised

Before considering what specific steps should be taken to improve the preparation of junior college instructors, it would be advisable to know if administrators in general are satisfied with the current crop of graduate school candidates. In order to find out, junior college leaders were asked this specific question: "Do prospective instructors, newly from graduate schools, show characteristics of poor physical, mental, or emotional health that in your judgment should have had attention in the graduate school?" Slightly more than half of those replying to the question went on record as believing today's candidates do show such weaknesses. Twenty-nine per cent of the group just as definitely felt no such inadequacies were evident. Approximately twenty per cent of the replies indicated the individuals were not particularly committed to either viewpoint. These results on the whole showed the importance attached to the committee's task.

³A complete copy of the questionnaire was previously published in the committee chairman's report. *Ibid.*, p. 406.

What are some of the weaknesses? All in all approximately 50 different shortcomings were mentioned. Some of the criticisms, most of which were quotable, were as follows:

Spend such long hours in research and become so soured by lack of contact with other individuals that health and mental attitude are not too good.

Impaired health due to severe grind of graduate work.

Frequently a warped scholar instead of a teacher.

Those from the graduate schools tend to be crushed under the weight of pedantry.

Graduates from the schools of education tend to be intellectually arid.

Too many social misfits on the one hand and intellectual snobs on the other turned out of graduate schools.

Graduate schools have emphasized scholasticism at the expense of personality.

Subject-matter conscious, with the result that they teach subject-matter only instead of students.

More interested in being some university professor who is lost in his subject matter than in adjusting themselves to the needs of their students.

Too inclined to emphasize what they know rather than what the students need.

Illiterate—except in own field.

Introverted: research-minded.

Either subject-matter specialists or methods-conscious "dopes."

Evidence of unbalance: seems to result from too much concentration upon a narrow field and a constant inability to see the special field in its relation to the program of the student and the college.

Somewhat immature emotionally.

Unable emotionally to live democratically as required when teaching in a junior college.

Lack balance and stability and satisfaction in their own lives and outlook.

Lack of common sense.

Too visionary.

Not dependable.

Not resourceful, energetic, or thorough enough.

Lack ability to evaluate time.

Lack of sympathy with students.

Unaware of social responsibilities.

Do not take part in community life.

Unwillingness to accept "small town" concept.

Young teachers coming into a new and small community often have few carry-over interests from college.

Interests are narrow and might be described as adolescent rather than adult.

Lacking in some practical religious adjustment.

Teach on a graduate level and are impatient with the average junior college field, feeling that it is an inferior institution.

Lacking an understanding of the problems of the junior college.

Weak in philosophy of education.

Teach as they have been taught.

Possess the bias of the "scholar" against change in syllabus, technique, or consideration of the student as an individual.

Expect too much in the way of college facilities, such as research materials, individual offices, freedom from outside activities.

Major shortcomings charged to young graduate school candidates may be summed up as: an overdose of pedantry, a failure to develop an interest in students, emotional instability, lack of social adjustment, and poor health habits. How much correction can be achieved in the graduate school is a subject for considerable discussion. Many of these weaknesses can, however, be overcome by revising teacher training programs for junior college instructors.

Certain very definite recommendations in this respect were brought to the fore by the survey. These findings clearly substantiate those suggested by Garrison in his previous study.⁴ Importance was attached in order to the following: (1) training in guidance and counseling, (2) understanding of the philosophy and background of the junior college, (3) student teaching and observation in the junior college, (4) experiences underlying committee assignments and similar faculty services, and (5) emphasis upon the community nature of the junior college.

Training in Counseling

Administrators were almost unanimous in their judgment that prospective

instructors need to study counseling problems and guidance techniques. All in all, 92 per cent of the replies indicated the teacher training institution could and should do something to train prospective junior college instructors as student counselors. The statistical summary of these replies is shown in Table III. This summary shows overwhelming agreement in the six areas on the need for a basic knowledge of the principles and techniques of guidance.

Table III. WHAT CAN THE GRADUATE SCHOOL DO TO PREPARE JUNIOR COLLEGE INSTRUCTORS FOR STUDENT COUNSELING?

	Much	Little	Nothing
United States	79	18	1
Percentage	80	19	1
New England	9	5	0
Middle States	14	3	0
North Central	23	3	0
Southern	8	1	1
Northwest	11	6	0
Western	14	0	0

Specific programs for carrying out the recommended training were outlined in many instances. These ranged from reading programs to more thorough apprentice training programs. A small percentage of those replying felt that the teacher training institution could do little or nothing to improve the situation; it was their opinion that these "tricks" had to be learned through actual experience. Suggested methods included library work, courses, seminars, workshops, case studies, observation and practice.

None of those mentioning reading programs felt that they alone would suffice. Assigned in connection with class work, however, it was assumed that library work could do much to acquaint students with problems and solutions in the field of guidance and counseling.

Suggestions concerning courses were general and specific, related and explicit. One administrator merely proposed giv-

⁴L. A. Garrison, *op. cit.*, (December 1941). 12:206-08.

ing "related psychology courses." Another made this more exact recommendation: "Require students to take at least one good four-hour course in vocational and educational guidance. The course should give some attention to the psychology of personality and should cover the basic principles of personnel counseling." Among the various topics considered worthwhile were the following: Vocational guidance, personality rating, methods of studying, time budgeting, social guidance, counseling techniques, occupational opportunities, intelligence testing, adolescent psychology, educational psychology, tests and measurements.

Several replies stressed the advantage of the seminar method, and it was indicated that a general seminar on junior college problems and procedures might well include a discussion of junior college counseling. The seminar would offer an opportunity to study the problems of counseling and to canvass literature in the field. Particular methods suggested for carrying on the training were workshops, summer courses with special lectures, clinics, and laboratory demonstrations. The case method—the studying of actual case records and various ways of solving them—was also mentioned.

Observation of successful student counseling in junior colleges was recommended in numerous instances; however, a majority of this group felt that actual practice by the teacher candidates would be necessary in order to be of much effect. By far the greatest number suggested the setting up of a regular training system in counseling. Plans for doing this included the teaming up of apprentice teachers and faculty advisers, assignments as advisers (under guidance—perhaps by the seminar meth-

od) to freshmen in the college or university, service as counselors for undergraduates majoring in the apprentice teacher's special field, and counseling experience during internship.

Generally interpreted, the consensus of opinion implies that the teacher training institution ought to offer a good course in student personnel work plus participation in a counseling program under careful supervision. In this respect one correspondent wisely, albeit rather critically, stated: "The graduate school could do most by setting a good example itself. In other words, if the graduate school has an adequate student counseling system, it would be natural for embryo junior college instructors to recognize the good in such a system and reapply it when they go into their chosen field—junior college work."

Need for Course on the Junior College

Placed second in the list of recommendations for consideration in the preparation of junior college instructors was the suggestion that at least one professional course relating to the junior college be introduced. Table IV indicates that 93 out of those replying to the question attached some importance to a course emphasizing purpose, function, philosophy, program, etc., of the junior college. It is interesting to note that every California administrator went on record in favor of the proposal.

The need for such a course was voiced by the dean of a western institution, who pointed out that all too many candidates for teaching positions in junior college have only an indefinite idea about the junior college and its functions. A Minnesota college head wrote that the greatest single difficulty in the adjustment of new teachers is their failure to

understand the junior college as a particularized institution. This lack of knowledge could be greatly overcome by a professional course covering the organization of the junior college—its history, background, curricula, and specialized problems of instruction.

Table IV. IMPORTANCE ATTACHED TO PROFESSIONAL COURSES RELATING TO THE JUNIOR COLLEGE

	Consid- erable	Reason- able	Quali- fied	None
United States	36	28	29	10
Percentage	35	27	28	10
New England	5	0	6	4
Middle States	6	6	4	1
North Central	9	11	6	2
Southern	4	3	2	1
Northwest	5	4	7	2
Western	7	4	4	0

In general a one semester course was deemed to be sufficient; and the hint was dropped in some quarters that "we should not fall into the error, not uncommon in high school preparation, of loading prospective teachers with many diluted courses in education to the exclusion of necessary courses in subject matter." One course emphasizing those aspects of the junior college already cited would be very useful provided that extensive reference work was included, that materials prepared by recognized authorities in the field were employed, and that the faculty member offering the course was a specialist in the junior college. A course taught by W. C. Eells, Doak Campbell, W. W. Carpenter, Aubrey Douglas, L. V. Koos, or F. L. Whitney was cited by a mid-western administrator as a good criterion. Stress was placed on the fact that the course should be handled by an instructor familiar with the junior college, preferably one who has taught there. One critic somewhat acidly suggested it would be very advisable for universities to send staff members to junior

colleges to acquaint themselves fully with junior college problems before attempting to teach about the junior college.

Student Teaching Desirable

Student teaching in a junior college under supervision of the teacher training institution was another of the recommendations. The West Coast favored this proposal by an overwhelming majority, although less enthusiasm was exhibited in the New England and Middle Atlantic States. In every area, however, a majority considered student teaching of greater or lesser importance. The survey results are presented quantitatively in Table V.

Table V. IMPORTANCE ATTACHED TO STUDENT TEACHING IN THE JUNIOR COLLEGE

	Consid- erable	Reason- able	Quali- fied	None
United States	30	29	23	11
Percentage	32	31	25	12
New England	3	3	3	3
Middle States	4	3	5	1
North Central	4	14	5	3
Southern	3	4	1	2
Northwest	8	3	5	2
Western	8	2	4	0

Most of those expressing doubts as to the value of an apprentice teaching program did so in the belief that such training is likely to occur under artificial conditions and thus fails to serve its major purpose of creating a real classroom experience for the future teacher. It was agreed by all that opportunities for practice teaching on the junior college level were exceedingly limited.

The value of student teaching depends on certain specific factors, such as: (1) Quality of supervision in both graduate school and junior college; (2) faculty cooperation in the junior college; (3) time available for supervised teaching; and (4) size and type of class taught. Considerations regarding each

of these factors were insisted upon by many administrators. Although all of them cannot be mentioned, generalizations can be formulated. Briefly, here they are: (1) Supervision would be more constructive if student teachers could be directed by the departments in which they plan to teach; (2) complete cooperation between supervisor, apprentice teacher, and members of the junior college staff is necessary; and (3) a period of at least one semester's internship and assignment in one's major field of study are necessary requirements for a successful teacher training program.

Practice teaching undoubtedly would be of value in teaching prospective instructors how to meet unexpected problems and in helping them to make necessary emotional adjustments. The value of this internship could be heightened, too, if it were done in a junior college emphasizing both preparatory and terminal functions. As a final measure of the importance of this training, it might be pointed out that many administrators accepted it as next in importance to actual teaching experience.

Committee and Field Service

Less importance was attached by administrators to the service that the school of education could render in training prospective instructors for committee and similar faculty services to the college, and still less to any training for field work in the college's area of community service. Tables VI and VII respectively deal with these two problems.

Some extremely interesting suggestions were made in respect to the first, although fewer were unqualifiedly certain that much significant experience could be given to the student in this area. Most of those replying would list

guidance, extra-curricular activities, and administrative duties in the library, laboratory, student store, etc., as activities related to committee service. That these actually are part of the junior college instructor's duties was cited by Garrison, who found the majority "assume extra-class responsibilities which require about four and one-fourth hours per week."⁶ It remains for the graduate school to make the student aware that it is part of the job, not something extra.

Table VI. WHAT CAN THE GRADUATE SCHOOL DO TO PREPARE PROSPECTIVE INSTRUCTORS FOR COMMITTEE AND SIMILAR FACULTY SERVICES?

	<i>Much</i>	<i>Little</i>	<i>Nothing</i>
United States	53	23	9
Percentage	62	27	11
New England	3	5	1
Middle States	12	4	0
North Central	11	9	4
Southern	9	0	1
Northwest	8	4	2
Western	10	1	1

In order to afford training of this nature, one commentator suggested that the teacher training institution should "take a hint from industry and use the apprentice system." In a sense this summed up the idea underlying many of the specific statements. Among these were recommendations that the apprentice teacher sit in on certain faculty and departmental meetings, serve on faculty committees, participate in college curriculum discussions, assist in making periodic faculty studies needed for administrative purposes, work on committees for freshman orientation and counseling. Above all, he should be given some responsibility and an opportunity to work cooperatively in the department of his graduate study so that he could enter his junior college work ready for committee service and with-

⁶*Ibid.*, (November 1941), 12:136.

out the idea that he must revolutionize all existing procedures.

Other valuable experiences would include participation in student activities, serving as volunteer leader of student groups, and committee work in class. When students participate with the instructor in planning the work of a course, they learn a great deal that will be valuable to them later when they themselves are instructors. Likewise significant learning can result if apprentice teachers during their internship are assigned to duties which illustrate the complications of administrative problems, curriculum revision, and so forth.

A formal course in junior college administration was also proposed as a method of illustrating committee and faculty relationships. Visits to junior college faculty meetings and student reports on them; typical problems presented by junior college administrators; study, discussion, and consultation by competent, experienced leaders through workshops and the like were other specified methods. Reiterated was the belief that a faculty member on the graduate school staff with junior college experience would bring a richness of background attainable in no other way.

Table VII. WHAT CAN THE GRADUATE SCHOOL DO TO PREPARE PROSPECTIVE INSTRUCTORS FOR FIELD WORK?

	<i>Much</i>	<i>Little</i>	<i>Nothing</i>
United States	40	15	12
Percentage	59	23	18
New England	4	0	4
Middle States	11	2	2
North Central	5	6	5
Southern	6	0	1
Northwest	6	5	0
Western	8	2	0

Noticeable was the number who failed to answer the question concerning training for field service. This can partly at least be accounted for because of a misinterpretation or lack of understanding

of the question. Field work was meant by the committee to imply community contacts, speaking engagements, and service in community organizations, not recruitment of students. Only those answering the query in this light have been counted in the analysis. Even at that, more definitely negative responses were recorded for this than for any of the other items.

Those feeling that the graduate school could offer some assistance stressed the desirability of emphasizing the community nature of the junior college in class work as well as in any individual participation program that could be instituted. The junior college instructor must realize the necessity of participating in community activities; he must realize that academic training is not enough for complete success in the junior college field; he must have extra-curricular interests that will benefit him and the school. Young apprentices should be taught how to make community surveys; they should study techniques of community service; they should be adequately equipped in public speaking; they should know specifically the purposes and functions of the junior college in relationship to the community.

Understanding of Adolescents

To conclude this part of the study let's see what items are listed as best for providing prospective junior college instructors with a working knowledge and understanding of the adolescents they will teach. Ninety-one of those replying sought to specify those particular aspects of training which in their estimation would be most important if introduced into the teacher training curriculum. The suggestions listed in Table VIII have been culled from those replies.

Heading the list of requirements in each of the regional areas was the ex-

pressed need for teaching experience in the junior college. One of the specific suggestions was to have students serve as understudies or assistants for a term in selected junior colleges. Although actual junior college teaching was indicated as most desirable, also implied was the hope that practice teaching in high school or elsewhere would be a satisfactory substitute and better than no apprenticeship whatsoever.

In the opinion of one New England administrator, all junior college instructors should have at least 18 hours of work in psychology, including general, educational, abnormal, statistics, and mental hygiene. Most of the replies did not seem to press the need for that much formal course work in the subject. Among the courses recommended most frequently were psychology of adolescence, educational psychology, mental hygiene, general and abnormal psychology.

Table VIII. WAYS TO DEVELOP AN UNDERSTANDING OF ADOLESCENTS

<i>Training Proposed</i>	<i>Number</i>
Practice teaching in the junior college	41
Psychology courses	24
Course in the junior college	13
Work with youth groups	13
Classroom observation	11
Teaching experience in the high school	11
Courses in teaching methods	7
Personnel and guidance work	5
General education course	4
Discussion groups led by junior college educators	3
Reading and research in junior college field	3
Personality adjustment	2
Understanding of individual differences ..	1
Courses in mental hygiene	1
Courses in sociology and family relationships	1
Total	140

Probably most of the proposals listed in Table VIII need little or no comment. It would no doubt be helpful to outline the material to be included in the course on the junior college; but since little

information on this point was included on the questionnaires, no effort will be made to consider it here. Club work, camp experience, Sunday School teaching, Boy Scouts, Girl Scouts, Y.M.C.A., Y.W.C.A., and other organized youth groups were all cited as good ways to get acquainted with youth and their problems. Little definition was offered concerning the suggested need for personality adjustment and understanding of individual differences. The belief was expressed that proper guidance in the teacher training institution would do much to help the prospective teacher achieve a satisfactory personality adjustment and avoid many of the classroom difficulties that plague the beginning teacher. As for individual differences, it was believed they could best be studied through classroom discussion and guidance clinics.

These in brief are the conclusions of representatives of approximately one-sixth of the institutions belonging to the American Association of Junior Colleges concerning general needs in the preparation of junior college instructors. Taken together they offer certain specific suggestions for the development of teacher training curricula in this area. Still to be completely analyzed, however, are the curriculum changes required to fit candidates for the particular needs of the two-year institution, including the terminal function.

VOCATIONAL CHART

The "Stephens College Vocational Training Chart" has been issued by the vocational guidance office of Stephens College, Missouri. It shows in convenient form the duties, estimated earnings, and recommendations for a two-year course of study, for young women in each of 32 different vocational fields.

America's Share

JOHN STOCKER

THE sun rose this morning on a hundred and thirty million Americans—Americans whose lives are a hundred and thirty million parts of a great nation. In past years these millions of persons have gone their millions of separate ways. Today they are treading one path, pursuing one goal, uniting for one purpose—to win the war. This omnipresence of a single idea in the American mind today exists because the war—this war more than any other which has preceded it—has assumed such tremendous proportions and such varied aspects. The subject of the war permeates and predominates every speech, every article, and every utterance. Things have ceased to be important for their mere existence; their importance is now determined by their contribution or

Unusual as it is for the *Journal* to print as one of its major articles a contribution by a junior college student, we do so here because we feel junior college instructors everywhere may feel a new surge of pride in the young people they are training after reading it. With this essay, JOHN STOCKER, a freshman at Fairbury Junior College, Nebraska, won first place in the essay contest sponsored this year by the Nebraska Junior College Association for students in its member junior colleges. Students were asked to write on any phase of the American war effort, and the essays were judged by Miss Ruth Odell of the Department of English of the University of Nebraska. Mr. Stocker has received all his education at Fairbury, graduating last year from Fairbury High School as class valedictorian. His chief interests are international correspondence with students, playing the piano, and studying current events. At college he is a member of the Student Senate, is the editor of the junior college paper, *The Little Blue*, and has participated in the college choir. He is building toward a career in creative writing, with a position in the foreign diplomatic service as second choice, or perhaps a fortunate combination of the two.

failure to contribute to the winning of the war.

The United States is contributing all her economic, political, and spiritual resources toward the permanent extermination of Axis power, wherever and in whatever form it is found. We Americans, as citizens of this republic, are bleeding, sweating, and weeping to make the world free. Our numerous war efforts have assumed aspects as varied as the effect of the war itself. Our military leaders are striving to swell the ranks of our armed forces to ten million men before 1944. American men are already fighting in every section of the globe inhabited by man, and beside them are standing heroic, self-sacrificing women, ever alert for a chance to strike a blow for freedom. Off our assembly lines roll guns, tanks, and 'planes, and in shipyards huge metal skeletons become dozens of aquatic instruments of warfare each day. Alone, we produce more than the combined amounts yielded by the Axis nations and their vassal states. The political front, also, finds our statesmen hard at work, striving with great forethought to strengthen our ties with foreign countries now for the years ahead. They are establishing our political leadership in building a world in which we shall not live with shame and despair. They are fastening a rope to the future. Using it, with the knowledge that it is anchored to a sturdy rock, we shall pull ourselves to our goal of a free and peaceful world.

All these preceding contributions of America to the war that have been mentioned are concrete efforts. They can be seen and heard, felt and counted.

They are, for the most part, tangible. America, however, is making a far greater contribution to this war than these material things, mighty though they be. Her greatest share in the war is a thing that no other nation can give. This is not true of her manpower, of her production totals, or of her diplomacy. Russia and China have their millions of men; Russia and England have their smoking factories; and England, Russia, China, and France, all have their politicians.

Our unique share in the winning of the war is the idealism of our people; it is the spirit of true freedom, which we still cherish. By whatever name it is called we think of this idealism as our belief in democracy, our recognition of the fallibility of man, and our respect for the rights of others. Many of us call this ideal "the American spirit." This spirit began with the Creation, but found full realization only in modern times. Our country has developed it; our people have nourished it. Our very history is the greatest incentive to fight and to work that we possess. No soldier can slay an enemy with this spirit; no worker can construct a machine from it; no politician can exchange it for another statesman's promise. Yet if any of these had at any time during this war lacked the American spirit, the war would be over now, and we would be a conquered people, shackled to a future of despair and fear.

We have not won our past wars by military prowess alone. Often we have been the underdog. Our soldiers have in previous wars been outnumbered, outfought, outmaneuvered, outdied; but still our lot has never been defeat. This has been true only because our people have never once lost the basic concept of freedom. A man is still a man in America. No matter

how arduously our foreign brothers have preached; no matter what fiendish trickery they have employed to confuse us, this belief of man in his fellow man has adhered with us. If ever we Americans cease to revere this conception of humanity, we shall find that our country has ceased to exist.

Our consideration for our fellow men has been the candle that we have borne undimmed through the winds of bigotry and intolerance. We recognize the fact that human beings are subject to error, for no one of us leads a faultless existence. Other nations have at times caught an indistinct glimpse of this truth. Some peoples have attained a full revelation of its veracity, but have since carelessly discarded this realization, or have permitted it to be taken from them. However, in all history we find no other nation that has yet recognized the fallibility of human nature as has the United States—and respected man so much for those failings.

The belief of Americans in their fellows is concretely expressed in certain tangible interpretations of this idea. Here in America, for instance, we would fight a man almost to the death for an opinion which he holds which does not coincide with our views. Yet we would defend him to the death for his right to have that opinion. We have realized that no two minds ever completely agree. Therefore we allow persons to differ. We adhere to the belief that a man's opinion is a sacred trust.

Some nations measure a man's patriotism by his loyalty to an established, national religion. Some countries measure a person's patriotism by his abstinence from loyalty to any religion. Because of the American belief in man, we do not restrict a person to one religious opinion, or to any. We impose but one restraint upon a man's worship:

he may not break the laws of the United States in the name of religion. Beyond that, the choice is his. Because of this tolerance, we find every religious creed on earth represented in America. The Pope, Martin Luther, Mary Baker Eddy, and Father Divine—each has his followers in America. We recognize the right of all these doctrines to exist; we pass judgment on none. A Jew feels as at home to worship in his synagogue as does a Roman Catholic in his cathedral, a Protestant in his country church, a Mohammedan in his mosque, or a Buddhist in his temple. If some of us are wrong in our religious beliefs, the judgment is left to God alone.

A nation that can search its own soul and put to right its faults is truly great. We not only give a man the right to an opinion, but we allow him to express that opinion. We believe that speech, to be effective, must be unharnessed; therefore, we permit a person to speak his opinions and to write and publish them. To allow criticism is to create room for improvement. America, even in wartime, allows her people a considerable amount of freedom in the spoken and written word.

These fundamental principles, plus a million small things as varied as the people who inhabit this land, make America strong and certain of victory.

America has successfully transmitted to the nations who are her fighting comrades the vision of the glory of her past and her belief in the future. Her spirit, kept alive through the most trying days of all recorded history, has rekindled in other nations the will to carry on and to hope for a better world tomorrow. America is not giving her greatest single contribution to the winning of the war; she is living it! She has lived the sort of past that builds tomorrows. She has placed liberty where no clutching tyrant

can ever dash it from its lofty pedestal.

America will win the war with men, with machines, with diplomacy. But she will win also with her belief in man, her toleration of divergent groups, her love of freedom. Ideals are as effective as men and machines in winning wars. If America's grasp on these ideals of freedom has been firm and true, she can never suffer defeat.

DOCTORAL DISSERTATIONS

Eight doctoral dissertations in the junior college field are under way according to the thirteenth annual list of "Doctors' Dissertations Under Way in Education, 1942-43" as compiled by Dr. Carter V. Good and published in the *Journal of Educational Research* for January, 1943.

1. Allbritten, L. T., "A Follow-Up Study of Brownsville, Texas, Junior College Graduates." Colorado State Coll. of Education.
2. Barker, Lincoln, "History of the State Junior Colleges of Utah." New York Univ.
3. Brasted, F. Kenneth, "The Junior College Movement in New England." New York University.
4. Burkhardt, Allen P., "The Development of a Functional Educational Program for Norfolk Junior College Students." University of Nebraska.
5. Cunningham, D. Grace, "To Plan and Initiate a Two-Year Program of Experiences in Arkansas Polytechnic College for Students Who Expect to Teach in the Rural Elementary Schools of the Mountainous Sections of North Arkansas." Columbia University.
6. Marwick, Evangeline, "A Study of the Relationships between the Medical Secretarial Training Offered by Junior Colleges and the Vocational Demands and Recommendations Reported by Physicians and Medical Secretaries." New York University.
7. Maxwell, Margaret C., "To Formulate and Introduce a Plan for the Organization and Development of a Program of Art Education for the Junior College at San Luis Obispo and to Integrate That Work with the Art Program of Elementary and Secondary Schools of That City." Columbia University.
8. Rich, Carl H., "The Development of the Menlo Junior College." Stanford University.

Annual Report of Executive Secretary

WALTER CROSBY EELLS

A Year at War. Ever since Pearl Harbor—how many reports and addresses have begun with those fateful words since December 7, 1941!—it has been necessary to adjust the Association's activities in common with all other aspects of our educational system to wartime needs and conditions. More and more it is coming to be generally recognized that education as a whole and higher education in particular has vital contributions to make in the total war effort. Unfortunately, however, the place and the possible contribution of the junior college, as the newest member of the higher educational family, have not always been clearly recognized and understood by the various governmental and other agencies most directly responsible for preparation for total war.

The Association has been enviably situated during the past year in having its national headquarters located at Washington, the tumultuous but tremendously important capital of a world at war. The Executive Director of the Association of American Colleges, the national organization most closely analogous to ours in many ways, but whose headquarters are in New York, reports that his responsibilities in connection with the war effort required him to make 47 trips away from his headquarters during 1942—most of them to Washington! Your Executive Secretary has been spared this trouble and expense, and has been able to represent junior college interests much more effectively through continuous daily service in the central office in Washington—even though Washington service these

days is often suggestive of riding the tail of a cyclone!

The chairman of one of the regional committees of the White House Conference on Children in a Democracy said recently: "In every state we need someone to watch—and someone to push." In my judgment this concise characterization of duality of function needs some modification best to express the triple function which the Executive Secretary of your Association should try to exercise, particularly in wartime. I would paraphrase this watch-and-push need to say that the American Association of Junior Colleges, particularly in wartime, needs at the national capital someone who can watch—constantly; who can explain—frequently; who can push—occasionally. Constant watchfulness is necessary if junior colleges are not, unintentionally but none the less surely, to be left out of the picture. In the wartime confusion on the Potomac innumerable cases have arisen in contacts with Army, Navy, Marine Corps, Air Corps, Selective Service, Manpower Commission, Office of Education, and various civilian agencies where information about the nature and functions of junior colleges was needed to assure adequate consideration of junior college interests and possibilities. There has been very little of open opposition to junior colleges and their appropriate place in the wartime situation, but a great deal of ignorance concerning them. Frequently they have been overlooked. Discrimination has usually been unintentional but none the less real and regrettable. In most such cases all that has been necessary has

been suggestion or explanation or interpretation.

Your Executive Secretary is not a lobbyist. Nor is a constantly "pushing" lobbyist needed. What is needed is chiefly an *explainer*. Not pressure but interpretation has been the chief need. As far as limited time and facilities have permitted your Executive Secretary has tried to serve chiefly in this dual capacity—to watch, to explain, but only very rarely to give a gentle push!

Through membership on various committees and commissions, some temporary in character, some more permanent in organization, through informal contacts and established acquaintanceships, he has endeavored to represent junior college interests as a whole and to aid many individual junior colleges in their special problems. Time has not permitted keeping complete data, but the Washington office does have a record of specialized individual service to 190 different junior colleges. These have involved conferences or telephone conversations in Washington, and letters or telegrams to individual institutions.

No effort will be made in this report to set forth all the wartime activities of your Washington office in detail. Perhaps the most useful activity has been the series of *Wartime Letters*, initiated at the request of many of our members to report wartime developments more directly, more promptly, and more informally than would be possible through the *Junior College Journal*. These letters, which numbered 13 during the year 1942 (and are being continued during 1943) have been sent to every member of the Association. They have been issued at irregular intervals, but recently every two or three weeks, as conditions and problems seemed to justify. They have varied in

length from two to twelve pages each. The effort has been to limit them for the most part to material that has had distinct junior college significance and to interpretations of general actions or plans which warranted a special junior college interpretation.

In addition the Washington office has been able to arrange to have a variety of wartime material of a more general type sent to all junior colleges by the American Council on Education, U. S. Office of Education, Office of Civilian Defense, and other agencies. In some cases envelopes for such mailings have been addressed for the agency involved by the Washington office of the Association to assure a complete and correct mailing list. The volume of rush correspondence, telegrams, and long distance telephone calls from individuals and institutions asking for information and for help on their special wartime problems has been heavy and time consuming.

The junior college movement. A comparison of the annual directories published in the January issues of the *Junior College Journal* for 1942 and 1943 shows a very slight decrease in number of junior colleges reported, from 627 to 624 institutions, but the reported enrollment has increased from 267,000 to 314,000—a growth of 17 per cent. It should be noted, however, that these enrollment figures refer to 1941-42, not to the current incomplete year, and that they include special as well as regular students. As shown by the special report in the 1943 *Directory*, there has been a probable loss in enrollment of about 20 per cent this year as compared with 1941-42. Further detailed analysis of growth and of its significance may be found in the February issue of the *Journal*, in the *Direc-*

tion, and in *School and Society* for March 20, 1943.

No doubt there will be a considerable further reduction in attendance, particularly in number of regular students, during the coming year. More junior colleges, especially those with small enrollments, may be forced to suspend. In my judgment, however, there is little need for undue pessimism. Many junior colleges have been adapting their programs to wartime needs and to local industrial conditions. In many institutions the number of special students has increased markedly although the number of regular students has decreased. There is good reason to believe that small colleges will receive substantial aid directly or indirectly through Federal funds appropriated for special educational work, for help in meeting the increasing shortage of competent teachers, for vocational rehabilitation of both men and women from the armed services and from civilian life, and for other purposes. Junior colleges can and should be included in any such programs, and your Washington office is working to insure their inclusion.

Unquestionably radical adjustments will be necessary in many cases. The junior college movement is too fundamentally sound, however, to permit it to vanish as a result of violent and distressing but essentially temporary conditions resulting from the war. The National Resources Planning Board has recently come out strongly for a marked extension of junior colleges and of junior college education in the years of peace and reconstruction, estimating that the enrollment in them should increase sixfold.

Junior college administrators can and for the most part will, I believe, make every effort to adjust to present difficult

conditions and plan for further adaptation to the situation in the postwar period. I believe it would be well if the American Association of Junior Colleges would appoint a special committee on postwar conditions in the junior college field, and if similar committees could be appointed by each of the regional and state junior college organizations and by many individual junior colleges as well. Such local committees might well include representatives of the faculty, student body, trustees or board of education, and community.

Association membership. A small but gratifying increase in all types of membership has occurred during the year—in spite of the loss of 14 institutional members through regrettable closing of junior colleges under wartime conditions. The following statement summarizes the membership status of the Association on January 1, 1942 and January 1, 1943.

Institutional members—	1941	1942	Change
Active members	403	416	+3%
Associate members	37	38	+3%
Total junior colleges ...	440	454	+3%
Individuals and groups—			
Honorary members	2	2	0
Sustaining members	38	41	+8%
Total members, all classes	480	497	+4%

Institutional membership has shown a steady growth for the past four years.¹ This year 73 per cent of the junior colleges of the country are members of the Association as compared with 70 per cent last year, and 68 per cent, 62 per cent, and 56 per cent for the three previous years. In a time, however, when unity of effort and action are more important than ever before, it would seem that at least three-quarters if not

¹Number of institutional members: January 1, 1939, 311; 1940, 355; 1941, 414; 1942, 440; 1943, 454.

four-fifths of the junior colleges of the country should unite in support of the varied and important activities possible only through a central national organization.

An analysis of current membership by regional association areas is significant. As shown below, only one regional area has shown a decrease from last year's record, and that a very slight one.

Regional Area	No. of Junior Colleges	Members of Ass'n.		Percentage of Membership	
		1942	1943	1942	1943
Middle States	68	57	85%	84%	
Northwest	24	20	81	83	
New England	50	41	78	82	
Southern	187	137	69	73	
North Central	226	156	66	69	
Western (Calif.)	69	43	62	62	
United States	624	454	70%	73%	

It is worthy of note that ten states as well as the District of Columbia and the Canal Zone have 100 per cent records of membership in the Association. These states are Michigan, Nebraska, Maine, West Virginia, New Hampshire, Vermont, Arizona, Louisiana, Oregon, and New Mexico. Only six states had such a record last year.

An analysis of membership by type of institution is also of interest, as shown below:

Type	No. of Junior Colleges	Members of Ass'n.		Percentage of Membership	
		1942	1943	1942	1943
Publicly controlled ...	280	209	75%		
Privately controlled ...	344	245	71%		

Greatly to be deplored is any effort to divide the Association and its interests and activities on a sectional basis—either in terms of types of colleges or of their geographical distribution. The data summarized above show a rather remarkable and significant uniformity from both standpoints. With only one exception, more than two-thirds of the junior colleges in each of the regional areas are members of the Association. Percentages of member-

ship of the two main types, publicly and privately controlled institutions, vary by only 2 per cent from the national average. I have often been impressed by the wide diversity of sizes, types, and classes of junior colleges. The junior college movement has developed differently in different parts of the country and each section has something to contribute to the other. Also each has something to learn from the other. These facts comprise one of the best justifications for a national organization, as distinguished from a regional or a state organization.

In wartime, especially, it is doubly important that the junior college movement, through its national organization, should present a united front. Any AFL-CIO situation in the junior college field would be most unfortunate if not fatal. It is to be hoped that the issue of sectionalism will never be seriously raised in the association—or if unfortunately raised that it will be vigorously and decisively suppressed by action of a large majority of the membership. Particularly today the effort should be made to extend the membership to include as close as possible to 90 per cent of the junior colleges of the country rather than to divide it along any lines of possible cleavage. Now, as never before, the junior college movement needs unity, harmony, and national consciousness if it is to be effectively and intelligently interpreted to the country.

Research studies. One of the most important activities of the Association normally should be the conduct and the encouragement of research studies and special investigations. I proposed a number of such studies to the Executive Committee at their meeting in Baltimore in January, but they decided, I think wisely, that the greater part of my time, normally available for such

research studies, should be devoted to assisting the junior colleges in the many and constantly shifting problems which in the present national emergency faced them.

Nevertheless it has been possible to carry on a number of such research studies, and material has been gathered for the completion of others whenever time permits. The most important one, probably, was the study resulting in Terminal Monograph No. 4, *Associate's Degree and Graduation Practices in Junior Colleges* (134 pages), which was published in August. This volume was made possible by the special contributions of a group of 135 cooperating junior colleges. Although it has only been published a short time, evidence is already at hand that it is becoming a guiding factor in the modification of state legislation (see the report on pending legislation in Massachusetts, page 420 of this issue), and has influenced the practice of senior colleges and universities as well as of junior colleges in their policies regarding adoption of the increasingly popular Associate's degree.

Wartime changes made it seem wiser to suspend the requests for special contributions for the continuation for a third year of supplementary studies in the field of terminal education under the auspices of the Washington office. On recommendation of the Executive Secretary, therefore, the Executive Committee authorized this suspension. During the year, however, the Executive Secretary has gathered extensive data from several hundred institutions regarding the success of some two thousand "terminal" students who had continued their education beyond the junior college; data from a group of junior colleges on their working philosophy of education; and data from more than 13,000 junior college students, both

terminal and transfer, on their future expectations, curricula, guidance experience, student activities, and reading habits. All of this valuable basic material it is hoped will be summarized and prepared for publication during the next few months. The Executive Secretary presented a preliminary report on the educational success of terminal students at the annual meeting of the American Association of Collegiate Registrars in Chicago in April and has been asked to prepare a more extensive final report for publication for their *Journal* as soon as time permits. A summary of the reading habits of 13,000 junior college students was published in the *Library Quarterly* last July. A considerable number of other studies, reports, and articles, have been prepared for publication in such diverse media as *School and Society*, *La Prensa*, and the *Encyclopedia of Education*.

I am sure, however, it would be a great mistake if research activities and other junior college studies were limited to the Washington office and to those which I can carry on personally or with the assistance of our very limited office staff. It has been my policy and will continue to be such as long as I remain in office to encourage as far as possible all types of junior college studies in the way of doctoral and master's dissertations, committee activities, and special investigations by individuals or by committees or groups in the Association itself or in cooperation with other educational organizations.

An important manual on junior college accounting is in process in cooperation with the U. S. Office of Education. A monograph on home economics in the junior college with special reference to terminal education is well advanced in cooperation with the American Home Economics Association. Special com-

mittees are working in cooperation also with the Department of Business Education of the NEA, with the American Association of Teachers of Speech, with the American Psychological Association, and with the American Philosophical Association. A cooperating committee has been requested by the National Association of Schools of Music.

Committees have been appointed in the past and have been working this year representing terminal education, adult education, aviation, consumer education, education for family life, health education, and preparation of instructors. Reports from a number of these are included in this issue of the *Journal*—others are in preparation, often with special adaptation to wartime conditions. In the appointment of most of these committees, membership has been included from all six of the regional areas of the country in order to make them more representative and to spread responsibility and opportunity.

During my term of office I have tried particularly to secure the appointment of committees and groups for significant studies and investigations by members of the association, to encourage cooperative relationships with other organizations, and to broaden the scope of the annual meetings so as to make them of interest to classroom instructors as well as to administrators.

Junior College Journal. In many respects the *Junior College Journal* is the most important single continuing activity of the Association. Even under normal conditions only one-quarter to one-third of the members find it feasible to attend an annual meeting. This situation, of course, is greatly accentuated when no annual meeting can be held under wartime restrictions. If the members cannot all come to a central

meeting, however, the *Journal* can go from a central office not once but nine times a year to every member—and to many others as well.

An effort has been made this year to adapt the *Journal* to wartime needs but not to make it exclusively a war-centered publication. In most issues from a third to a half of the contributed articles and news matter has been devoted to wartime conditions and implications. I should be glad to know whether any of our members feel this policy should be modified.

For the current volume of the *Journal* I have tried the experiment of having a special department devoted to music education, with an outside editor. If this innovation proves successful and desirable it may be extended to other curricular fields as well. I hope some members may express their judgment regarding the continuation and possible extension of this feature.

The last two numbers for 1942 were reduced to 48 pages each instead of the customary 64—partly as an economy measure, partly because of the request of the OPA that publishers reduce their yearly paper consumption by 10 per cent or more. These limitations may continue for most issues during 1943 but it is hoped they may be removed as soon as possible.

The war has had its effect on the circulation of the *Journal*, which shows a net loss in circulation of 6 per cent over last year's figures. Most of this loss is caused by a reduction in the number of faculty group subscriptions, due in considerable part to the rapid faculty turnover which the war has brought. I hope this loss may be made good this coming year. Comparative circulation figures are summarized below:

	1942	1943	Change
Individual subscriptions to members	476	501	+ 5%
Individual subscriptions to others	589	563	- 4
Group subscriptions to member institutions (from 58 institutions)	805	689	-14
Complimentary and exchange copies	53	55	+ 2
	1923	1808	- 6%

Publications. A variety of publications have been issued from the Washington office during 1942. They are listed below. The first eight were published without expense to the Association under special arrangements with the Administrative Committee of the Commission on Terminal Education. The first seven represent work done at the 1941 summer workshops.

Basic Concepts of Junior College Terminal General Education. 12 pages, 300 copies.

Organization and Administration of Junior College Terminal Courses. 38 pages, 300 copies.

Suggested Methods for Community Surveys in Planning Junior College Terminal Courses. 76 pages, 300 copies.

Guidance Procedures at the Junior College Level. 36 pages, 300 copies.

Improving Instruction in Junior College Terminal English. 90 pages, 300 copies.

American Society—Its Challenge to Junior College Social Studies Instructors. 21 pages, 300 copies.

Terminal Curricula in Engineering in the Junior College. 15 pages, 300 copies.

Report on Terminal Education in Junior Colleges (Second annual report). 80 pages, 1,500 copies.

Associate's Degree and Graduation Practices in Junior Colleges. 136 pages, 1,250 copies.

Junior College Directory, 1942. 32 pages, 1,000 copies.

The Contribution of the Junior College to the National Welfare. 16 pages, 1,000 copies.

Periodicals Read by Junior College Students. 16 pages, 1,000 copies.

Developments in Higher Education—Wise and Otherwise. 32 pages, 800 copies.

Accreditation Requirements for Junior Colleges. Chart 24" x 38". (Second edition). 300 copies.

Shall I Attend a Junior College? (Third edition). 16 pages, 10,000 copies.

Junior College Journal. Nine issues, 544 pages, 2000 to 2100 copies per issue.

Staff changes. Only one change in staff has been necessary during the year. In May Mrs. Eleanor Ackland resigned as office assistant to accept a more remunerative position in government. Because of the decision to reduce the emphasis on supplementary studies in terminal education to which she had given special attention, her position was not filled for the rest of the year. Mrs. Long and Miss Anello continued to render outstanding service during the year as office secretary and editorial assistant respectively.

Efficiency of the Washington office. The working efficiency of the Washington office of the Association has been greatly lessened during the latter part of the year and later on account of the unfortunate decision of the Executive Committee on November 7 to close the Washington office and to move the Association's headquarters to a midwestern university. In protest against this decision and the methods by which it was reached I submitted my resignation November 17 effective December 31. Copies of my letter of resignation were mailed to all members. Subsequently, however, at the request of some members of the Executive Committee and of many other members of the Association I have agreed to remain in office until the members themselves may be given an opportunity democratically to vote upon this and related fundamental questions of policy.

In my judgment the entire membership should decide as soon as possible the four following questions:

1. Does the Association wish to continue a central executive office, independent of any university, at the national capital, with a full-time executive secretary in charge?
2. If it does, is it willing and able to provide the necessary funds to guarantee the oper-

ation of such an office on at least a minimum basis of efficiency?

3. What should be the working relationships between the Association and any committees which it sets up?
4. Does the Association wish to be governed more democratically, with a widely representative executive committee whose powers are clearly defined, and to reserve to itself the right and power either under normal or under emergency conditions to pass upon fundamental matters of policy?

Upon the answer to these questions depends my ability and my willingness to continue longer in the service of the Association as your executive secretary.

What of the Future? No one is wise enough to foresee with certainty the future of higher education, or of the junior college movement, or of the American Association of Junior Colleges, in a world at war. So far, however, I see no reason for undue pessimism or for the adoption of a defeatist attitude on the part of junior college leaders regarding the junior college movement or concerning the Association. With courageous leadership and a united association representing the great majority of the junior colleges of the country I am confident we may plan for a continuation of significant activities at least for another year and probably much longer.

Retrenchments and adjustments will doubtless be required, particularly if the war continues several years. As far as the first year of war is concerned, however, your Association has finished the year with more members than it had to start with, in spite of the closing of a considerable number of member institutions. No essential services have been discontinued and many specialized services, particularly in the way of wartime representation and interpretation, have been inaugurated. A series of wartime letters and other services have been carried out at considerable additional cost not contemplated when the 1942

budget was adopted, but with no request for additional contributions to meet the increased cost of this service. As shown in the Treasurer's report, most of the items of expenditure have been less than budgeted, while most of the items of receipts have been greater than budget estimates.

There would seem to be ample reason in wartime even more than in peacetime to make every effort to continue to carry out as effectively as possible the four fundamental purposes of the Association as set forth in its constitution: (1) To stimulate the professional development of its members, (2) to promote the growth of junior colleges under appropriate conditions, (3) to emphasize the significant place of the junior college in American education, and (4) to interpret the junior college movement to the country.

COLBY DEGREES

An amendment to the charter of Colby Junior College, New Hampshire, just passed by the state legislature, authorizes the college to grant the degrees "usually granted by senior colleges whenever its curriculum is expanded to that of a senior college or appropriate courses of study are made available by affiliation with other teaching institutions of higher or specialized education." The immediate object of the amendment is to permit Colby to grant the B.S. degree to young women who have spent three years in the college's medical technology course and then have completed an additional year in a pathology laboratory supervised by a recognized pathologist. To graduates of other curricula in the junior college Colby expects to continue to grant associate's degrees, as it has been doing since 1936.

Reports of Association Committees

ACCOUNTING MANUAL*

Since the outbreak of war many factors have operated to delay the completion of the *Manual on Junior College Accounting* upon which the Committee has been working since its organization in 1940. Three members of the Committee have gone into the armed services. Henry G. Badger, Specialist in Educational Statistics in the United States Office of Education, who was secured by the Committee to write the text of the manual, has not been able to work as rapidly as anticipated owing to added pressure of wartime duties thrown upon him in the Office of Education. He has, however, completed the preliminary draft of four chapters of the volume. These have been duplicated and sent to the members of the committee and to a selected group of specialists and consultants for critical reading and suggestions. Mr. Badger is at work on the remaining chapters. It is hoped that the entire volume may be completed and ready for publication in the fall of 1943.

WALTER C. EELLS
Chairman

*The Committee on Junior College Accounting Manual was authorized at the 20th annual meeting of the Association, Columbia, Missouri, March 2, 1940, and appointed by President C. C. Colvert in May 1940. Personnel: Walter C. Eells, Washington, D. C., *chairman*; James L. Conrad, Nichols Junior College, Massachusetts; Fred A. Denmon, Scranton-Keystone Junior College, Pennsylvania; H. G. Noffsinger, Jr., Virginia Inter-mont College, Virginia; William H. Conley, Wright Junior College, Illinois; Dix M. Jones, Weber College, Utah; Walter E. Morgan, State Department of Education, California.

ADULT EDUCATION*

This committee as a group has not been active during the past year. Efforts were made to interest the Carnegie Corporation in backing a comprehensive national study on junior college adult education, and for a while it seemed that they would consider it. With the coming of the war, however, the Carnegie Corporation decided to use its funds for purposes relating to the armed services, and our project had to be postponed.

I have continued to watch and to study the problem, and I am convinced more than ever that the junior colleges and the secondary schools can make a very large contribution to the solution of the manpower problem during the war. Accordingly, early in May last year I talked the matter over with Dr. Koos, at which time I outlined my ideas to him. He agreed that the plan had merits and suggested that I prepare a letter which he would forward to Dr.

*The Committee on Junior College Adult Education was authorized at the 20th annual meeting of the Association, Columbia, Missouri, March 2, 1940, and appointed by President C. C. Colvert, May 15, 1940. Personnel: Joseph Hackman, then of Austin Evening Junior College, Chicago, now Regional Training Officer, Office of Price Administration, Chicago, *chairman*; Hoyt Blackwell, Mars Hill College, North Carolina; W. W. Carpenter, University of Missouri, Missouri; Henry A. Dixon, Weber College, Utah; George C. Mann, California State Department of Education; Royce S. Pitkin, Goddard College, Vermont; David B. Pugh, Pennsylvania State College, Pennsylvania; Nicholas Ricciardi, Sacramento Junior College, California. For 1941 report of the Committee see *Junior College Journal* (May 1941), 11:569-73.

Studebaker. In that letter I pointed out that the directly increased need for labor, because of expanded war activity and the ever greater number of men being taken from jobs to be inducted into the armed forces, was already creating shortages of many types of skilled labor. From all present indications, the problem will become increasingly more acute. It seems, therefore, that the public schools, by interpreting logically their function in the field of adult education, can perform an extremely important service to industry and thereby to the nation. A good portion of the need for skilled employees in most industries can be met by providing training to persons already employed by them to prepare them for advancement to the next more responsible job. In most factories the personnel officers or department managers know of certain of their employees who could be trusted with more responsible work if certain specific training which those persons now lack could be provided. If a representative of public schools were to approach the personnel directors or department managers and suggest to them the training possibilities which the schools could offer and even draw these persons into participation in the preparation of the materials to be taught, their whole-hearted cooperation could be obtained. By adapting the work offered in each instance to the needs of the industry and the community, at least part of the labor shortage problem could be met. Because the enrollment in most junior colleges and also some high schools has dropped considerably, both space and faculty are available to carry the suggested plan into effect. Since most industries are now working three eight-hour shifts, some workers would find it convenient

to enroll in morning classes, some in afternoon classes, and others in evening classes. The entire matter of scheduling would have to be extremely flexible. In a city like Chicago, the logical place from which such a program could be directed would be a section of Adult Education in the Bureau of Occupational Research of the Board of Education. The matter of training teachers who could teach adults could be taken care of by a brief but intensive training program for selected teachers at the Teachers College. In other cities the logical place would have to be determined on the basis of information on what is already available in the particular school system.

Most of the courses that would be offered, I believe, would qualify for compensation under the Smith-Hughes and George-Deen Acts. Any other expenses would have to be met by the local boards or from funds available through the Federal government for such a purpose. Because of the national implications of the entire problem and because of the reluctance on the part of local school authorities to take the initiative in such matters, the direction for this program, I believe, will have to come from some national source such as the U. S. Office of Education.

I should like to recommend that the Committee on Junior College Adult Education be permitted to continue. There may arise a situation at any moment when its work may be resumed. I should like to ask the Executive Committee of the American Association of Junior Colleges to read my suggestions as outlined above and give them their consideration.

JOSEPH HACKMAN
Chairman

EDUCATION FOR FAMILY LIFE*

The information that the Committee on Education for Family Life has is incomplete, but we know of 18 junior colleges that have introduced courses in family relations during the past two semesters. The interest of so many people in this vital subject is also indicated by the many fine text and reference books that have been published within the past year.

Your Committee has felt that possibly the greatest contribution it could make to solution of the problem of junior college education for family life would be to publish, in the *Junior College Journal*, a series of articles dealing with various aspects of this problem. To this end there was outlined a group of eight topics, and these were assigned to various committee members and other instructors of these courses throughout the country. Three of these articles already have been published in the *Journal*.¹ The present emergency has placed added responsibilities upon some of our Committee so that part of this series of articles may not appear as scheduled. We hope that those that are published will help in furthering the education for family life.

As a result of the questionnaire

which was submitted to the colleges a year ago, we found that many administrators were intensely interested in the possibility of making greater efforts to prepare their young people for this important life activity but were hesitant to introduce the subject. Their hesitancy was largely due to:

1. Fear that parents and community would not favor instruction in such a subject in the public schools.

2. Lack of a teacher capable of handling the subject, if the community gave favorable support for the course.

As to the first fear, may we refer to a report made to the National Conference on Family Relations by Dr. Benjamin C. Gruenberg. He stated, from his large experience in many parts of the country, that parents are largely in agreement as to the need and wisdom of offering this course in our public schools, even favoring its introduction in the high schools. This is also the feeling of a large majority of those now teaching these courses in our colleges. Especially is this true where the cooperation of service clubs, churches, and parent-teacher groups has been secured. It is important that these groups be rightly informed as to the content of the course and the manner of its presentation.

As to the second fear, we feel that this has been overstressed. Ten years ago the instructors in family relations had a real problem. They were real pioneers; there were no adequate outlines, syllabi or textbooks. Today

*The Committee on Education for Family Life was authorized at the 21st annual meeting of the Association, Chicago, March 1, 1941, and appointed by President James C. Miller, May 22, 1941. Personnel: H. Harwood Tracy, Fullerton Junior College, California, *chairman*; George H. Geyer, Glendale Junior College, California; Mrs. Marion Burbank, Los Angeles City College, California; J. Duane Squires, Colby Junior College, New Hampshire; Aline Ward, Fairmont Junior College, Washington, D. C.; Henry A. Bowman, Stephens College, Missouri; Leslie H. Campbell, Campbell College, North Carolina; Rita York, St. Helen's Hall Junior College, Oregon. For 1942 report of the Committee see *Junior College Journal* (March 1942), 12:404-05.

¹Marshall C. Miller, "For Practical Instruction in Family Life," *Junior College Journal* (October 1942), 13:84-88.

Henry Bowman, "A Functional Marriage Course," *Junior College Journal* (November 1942), 13:157-61.

Aline Ward, "The Instructor of Family Relations," *Junior College Journal* (February 1943), 13:295-97.

there is a vast amount of thoroughly reliable published material. Textbooks are excellent. Reference books are abundant and written by well-qualified authors. Any instructor who has lived a wholesome normal life and who has a personality that is fired by sympathy and desire to serve youth, and who is willing to take the help that is available, can give such an excellent course that no college should postpone its introduction.

The Committee undertook, during the early spring of 1942, to organize a summer workshop dealing with our problems. However, the accelerated program carried on by many junior colleges during the past summer made such an undertaking seem unwise. This decision was strengthened when it became known that Dr. Furbay was planning a similar course at Mills College Summer Session. This course was given by Dr. Ray S. Baber of Pomona College, and several of our junior college instructors took advantage of this opportunity.

Our Committee wishes to call attention to the fine work that is being done by the National Conference on Family Relations. Dr. Henry Bowman of our Junior College Committee is chairman of the National Conference Committee on Education for Marriage and Family Life on the College Level. Articles by Dr. Bowman and other junior college instructors appear in the conference quarterly journal, *Marriage and Family Living*. This journal will be a real help to any junior college instructor of family relations.

We would like to quote from Dr. Bowman's report for the College Committee of the National Conference of Family Relations. He says:

Education for marriage would be enhanced if there were greater cooperation among teachers of psychology, sociology, biology,

and similar courses with teachers of the marriage course. If to this were added more intense functionalization of beginning courses in these areas, getting away from highly technical treatments of subjects, as if beginning students were going to major in the instructor's field, and a development of beginning courses designed to meet the needs of young students, the way would be paved for intensive marriage education in a special course.

During the months since December 7, the marriage rate has really increased throughout the nation. Few adults can gain any true idea of the great emotional upheaval that every youth is now undergoing. At no time has there ever been greater need of wise, sympathetic counsel and guidance of these young people. If we will review the social upheaval that took place among young people during the years 1916 to 1930 we can see a little of what we have just cause to fear for the decade following the close of this great war. We shall need these courses in family relations in those years even more.

Let our junior colleges not fail their responsibilities.

H. HARWOOD TRACY
Chairman

HEALTH EDUCATION*

The Committee on Health Education formulated a questionnaire which was distributed to all junior colleges in March 1942. Usable replies were re-

*The Committee on Health Education was authorized at the 21st annual meeting of the Association, Chicago, March 1, 1941, and appointed by President James C. Miller, May 27, 1941. Personnel: Miss Indie L. Sinclair, then of Gulf Park College, Mississippi, now of State Teachers College, Mayville, North Dakota, *chairman*; Clarence D. L. Ropp, Junior College of Connecticut; Miss Elsie Elliott, Bennett Junior College, New York; Walter M. Krueger, Grand Rapids Junior College, Michigan; Elden B. Sessions, Carbon Junior College, Utah; and Mrs. Josephine K. Adams, Menlo Junior College, California.

ceived from 222 institutions, of which 172 were coeducational, 38 for women, and 12 for men. Of the coeducational institutions, 126 were junior colleges with enrollments of more than 350 students, 46 with enrollments of less than 350 students. Separate summaries have been prepared for these four groups of institutions and deposited in the office of the Executive Secretary. Summaries for the entire group of 222 institutions only are included in the report printed below. The numbers given in each case indicate the number of the 222 institutions reporting the indicated feature.

Practices in Health Education

Total number reporting	222
Offering one or more courses in health education	159
Requiring health education for graduation	77
Giving formal instruction in health education during the school year to indicated percentages of students:	
0% to 25%	49
26% to 50%	60
51% to 75%	12
76% to 100%	14
Using textbook	115
Course taught by:	
Instructor in physical education	57
Instructor in biology	46
College physician	15
Nurse	13
Others	8
Giving courses in first aid	149
Giving courses in safety education	24
Having extra-curricular activities which contribute to health education:	
Posture clinics	14
Personality clinics	12
Diet clubs	9
Home economics clubs	5
Science clubs	5
Hiking clubs	4
Health councils	2
Others	3
Having a nurse	121
Full-time	80
Part-time	41
Graduate nurse	75
Having a physician in residence:	
Full-time	9
Part-time	29
Having a physician on call	99
Having a hospital or infirmary	74
Giving health examinations	132

First year	127
Second year	53
Health examination made by:	
College physician	78
Family physician	41
Others	12
When no health examination is given a physician's certificate is required for participation in:	
Interscholar competition	35
Intramural competition	11
Physical education classes	11
Having the high school health records transferred to junior college	43
Requiring vaccination or inoculation for:	
Smallpox	41
Typhoid fever	14
Diphtheria	3
Procedures followed after the health examination:	
Case referred to parents or guardians	45
Case followed up by college physician	43
Case followed up by other college personnel	24
Case referred to family physician	20
Left to student's own volition	10
Changes made to meet the national emergency:	
First aid classes added	73
Activity courses added or emphasized	61
Health education emphasized	20
Course in home nursing added	19
Course in nutrition added	15
Course in health education added	8
Course in health education required	5
T. B. test required	5
Nutrition emphasized	3
Course in safety education added	3
Military science added	2
Health examination required	1

Topics for Health Education

Respondents were asked whether in their judgment each of 24 suggested topics for a course in health education should be "considered important," "considered of less value," or "omitted." Replies are summarized below:

	Important	Less value	Omit
Nutrition	164	6	0
Mental health	131	35	2
Eyes	129	36	1
Posture	128	36	6
Physical activity	124	35	4
Community health	120	41	5
Infection	117	46	1
Need of rest	114	41	5
Mouth and throat	113	53	4
Recreation	112	53	5

Sex	109	39	9
Feet	107	57	6
Sunlight and air	106	51	10
Immunity to disease	97	57	5
Excretion of body wastes	97	50	8
Skin	95	63	7
Prevention of specific diseases	93	62	11
Alcohol	84	77	8
Body weight and its control	79	76	9
Endocrine glands	67	68	18
Habit forming drugs	65	76	17
Tobacco	61	86	14
Clothing	47	98	23
Cults and quackery	47	80	30

Objectives of Health Education

Respondents were also asked to indicate the aims and objectives of health education courses in their institutions. Replies were grouped under six headings. In order of frequency of mention, these were:

- To make a study of personal health problems
- To make a study of community health problems
- To have the students formulate health habits and practices
- To have the students understand the structure and function of the body
- To enable the students to teach health education to others
- To increase physical fitness

INDIE L. SINCLAIR
Chairman

PSYCHOLOGY*

A committee was organized in the spring of 1940 to study the present status of the instruction in psychology in junior colleges and make recommendations for desirable changes in curricu-

*The Committee on Psychology was authorized at the 21st annual meeting of the Association, Chicago, March 1, 1941, and appointed by President James C. Miller, May 7, 1941. Personnel: Miss Louise Omwake, Centenary Junior College, New Jersey, *chairman*; Kenneth B. Ashcraft, Junior College of Connecticut; A. G. Breidenstine, Hershey Junior College, Pennsylvania; Mrs. Florence

lum, subject matter of courses, methods of instruction and faculty preparation. An outline assigning special phases of the project to various members of the committee was drawn up and work had been started—when events at Pearl Harbor shocked the world.

Peacetime surveys seemed suddenly to be outmoded, to demand replacement by efforts directed toward winning the war. Immediately, plans were reshaped to gear psychology to the emergency. It is now the desire of the committee to tap the reservoir of knowledge and experience of about forty psychologists and experts in related fields who are currently engaged in wartime activities. It is our hope to enrich junior college courses in psychology with facts and figures, warnings and advice to contribute in every possible way to the preparation of our students to meet the crises of military and civilian life.

At the time of this publication, letters have been sent to specialists in wartime psychology requesting statements concerning the contributions to the war effort in their departments. Also, we are soliciting their opinions on the advisability of including in the first year psychology course such social psychology subjects as propaganda, morale, opinion polls, racial attitudes, etc. Excerpts from the replies will be prefaced with an explanation of emphasis and will be sent to instructors in psychology in every junior college in the country via the *Junior College Journal* or mimeo-

M. Johnson, Schuylkill Undergraduate Center, Pennsylvania; Adolph M. Koch, Essex Junior College, New Jersey; Benjamin Burack, Carl Schurz Evening Junior College, Illinois; Clayton Gerken, Rochester Junior College, Minnesota; W. A. Owings, Spartanburg Junior College, South Carolina; I. W. Stam, Northern Montana College, Montana; and Henry T. Tyler, Sacramento Junior College, California.

graphed material. Senior colleges will have access to it upon request.

Since psychologists are playing a vital role in the war program, and inasmuch as there is a publication lag, our committee hopes to make the current applications of psychology available to all who are working on the home front in junior colleges.

LOUISE OMWAKE
Chairman

SPEECH EDUCATION*

The Committee on Speech Education has made two previous reports, in 1941 and 1942, both of which have been published in full in the *Junior College Journal*.¹ For the current year the Committee is working on the general topic of war adjustments of junior college speech curricula. In particular answers are being sought to the following four questions:

1. How much adjustment is necessary at the present time?
2. What practical adjustments are being made or *should be recommended*?
3. What *direct* contribution to the war effort can be claimed for present junior college speech activities?

*The Committee on Speech Education was authorized at the 20th annual meeting of the Association, Columbia, Missouri, March 2, 1940, and appointed by President C. C. Colvert, May 6, 1940. Personnel: Raymond P. Kroggel, Director of Speech Education, Department of Public Schools, Jefferson City, Missouri, *chairman*; Mary E. Asseltyne, Virginia Junior College, Minnesota; Sheldon M. Hayden, Santa Monica Junior College, California; and Juanita Kinsey, Hardin Junior College, Texas. (Joint Committee with National Association of Teachers of Speech.)

¹*Junior College Journal* (May 1941), 11: 577-79; and (March 1942) 12:410-17. Reprints of the 1942 report are available upon request from the Executive Office of the Association, 730 Jackson Place, Washington, D. C.

4. What phases of the changing speech curricula will be permanent in the post-war period?

RAYMOND P. KROGGEL
Chairman

OTHER COMMITTEES

Part I of the report of the Committee on Preparation of Instructors appears as a major article in this issue, beginning on page 427.

The Administrative Committee of the Commission on Junior College Terminal Education has already distributed its report in mimeographed form to all members of the Association directly from the office of the Secretary of the Commission, Mr. L. L. Medsker, City Board of Education, Chicago, Illinois. Hence the report is not printed here.

No formal reports have been received from the Committee on Aviation, the Committee on Consumer Education, and the Committee on Wartime Activities.

AUDITING COMMITTEE

Your Auditing Committee received the books of the Association from the Treasurer and carefully checked them. Creditors' statements, cancelled checks, and bank statements were examined and verified with original entries and ledger postings. Receipts were checked and verified with deposits and ledger entries. These were compared with the Treasurer's report. All records were complete, orderly, and methodically kept. In the opinion of the Auditing Committee the Treasurer's report is a true and accurate statement of the financial affairs of the Association.

GEORGE W. LLOYD, *Chairman*
ANNE D. McLAUGHLIN

March 16, 1943

Report of Treasurer*

January 1 — December 31, 1942

Receipts

Budget 1942		Actual 1942
\$ 300	Cash on hand, January 1, 1942	\$ 300.57
8,500	Membership dues	8,602.54
3,000	Commission on Terminal Education—for clearing office	3,000.00
3,000	Supplementary terminal study contributions from colleges	1,584.50
3,600	Junior College Journal	3,619.61
	Single subscriptions	\$1,602.18
	Group subscriptions	1,028.87
	Single copies	198.06
	Advertisements	790.50
1,600	Other publications	2,858.39
	Terminal education monographs Nos. 1, 2, 3	\$1,054.22
	Terminal education monograph No. 4	132.52
	Terminal Education Workshop Reports, 1941	784.59
	Report on Terminal Educ. in Junior Coll., Nos. 1 and 2	397.52
	Shall I Attend a Junior College?	145.48
	Authors' reprints	106.25
	Junior College Directory (additional receipts in stamps, \$41.48)	55.95
	Current affairs tests	54.88
	Aims of Terminal Education	36.38
	Accreditation charts	28.85
	Miscellaneous publications	61.75
0	Miscellaneous sales, services, rentals, contributions, etc.	81.50
<u>\$20,000</u>		<u>\$20,047.11</u>

Expenditures

\$11,300	Salaries	\$10,307.95
2,600	Office expense	2,772.58
	Rent	\$ 900.00
	Postage and express	927.46
	Telephone and telegraph	179.16
	Supplies and equipment	765.96
4,000	Junior College Journal, printing and mailing	3,303.12
1,500	Other publications	3,065.90
	Terminal education monograph No. 2	507.06**
	Terminal education monograph No. 4	1,023.57
	Terminal Education Workshop Reports, 1941	658.12
	Report on Terminal Educ. in Junior Colleges, No. 2	392.58
	Junior College Directory 1942	141.65
	Developments in Higher Education	78.89
	Shall I Attend a Junior College	75.00
	Authors' reprints	80.65
	Contributions of J. C. to National Welfare	39.47
	Periodicals Read by Junior College Students	28.01
	Accreditation charts	24.25
	Miscellaneous publications	16.65
50	Annual meeting	87.30
250	Contingent	375.47
	Travel	\$ 224.85
	Dues	107.00
	Miscellaneous	43.62
300	Cash on hand, December 31, 1942	134.79
<u>\$20,000</u>		<u>\$20,047.11</u>

*A more detailed report, in mimeographed form, is available upon request.

**There is a note payable outstanding on terminal monographs Nos. 2 and 3 amounting to \$2575, plus accrued interest since April 1942.

WALTER C. EELLS, Treasurer

Wartime Activities

IT MUST GO ON!

A recent issue of the Trenton, Missouri, *Republican-Times* included this report on the staunch backing Trenton's citizens are giving their junior college:

Trenton's junior college will probably be maintained another year, in spite of the fact that it will operate at a sizable deficit. Although no official announcement has yet been made by the Board of Education, it is obvious that this decision will be reached soon.

Behind this action to be taken by the Board will stand nearly every civic organization in Trenton. Before making its decision concerning the future of our college, the board has asked the opinion of the Chamber of Commerce, Rotary Club, Business and Professional Women's Club, P.T.A., XCIX Club, A. A. U. W., Lions Club, American Legion, American Legion Auxiliary, and V. F. W. and Auxiliary.

The response to this question—shall the college be dropped for the duration of the war or shall it be continued at a loss—is, so far, unanimous. Trenton must maintain its junior college. The words of one Chamber of Commerce member, "I would rather Trenton would lose any other institution than our educational institution," seem to express the general attitude toward the college.

It was pointed out by many persons that the college is one of our most valuable assets, and that its worth cannot be measured in dollars and cents.

And there doesn't seem to be much hesitation on the part of local citizens about what will be done about the college if, after next year, public school funds are not sufficient to keep it going. Several persons have expressed willingness to underwrite the college, if it should become necessary.

With this attitude on the part of Trenton citizens, there is no question but that the college will be retained. And this attitude, in the face of financial losses and during the hard times of war, bespeaks a bright hope for education in the postwar period.

TWO SEMESTERS IN ONE

Beginning with this year's special wartime summer session, the Junior College of Connecticut will offer all its

subjects in day classes in a program of concentrated teaching whereby all two-semester subjects will be completed in one term. According to this plan students will carry approximately one-half of the usual number of subjects each semester, but their classes in each subject will be doubled, thereby allowing them to end each semester with a whole year's credit in whatever subjects were undertaken.

WHY A JUNIOR COLLEGE?

Somewhat novel reasons for the establishment of junior colleges in the postwar period are given by a prominent attorney of Wyoming in a personal letter to the Executive Secretary. He says:

In postwar days, a college close to home might well play an important part in helping the returned soldier to get acquainted again with home folks, find a place in home life, and marry out of her job the girl who has taken a place in commercial life during the war.

JAPANESE RELOCATION

Forty-five junior colleges are included on the list of schools approved for relocation of Japanese-American students, as issued April 1 by the National Japanese American Student Relocation Council.

CALIFORNIA CHANGES

Changes in junior college enrollment in California as a result of the war are summarized as follows by Rosco C. Ingalls, Los Angeles City College, in a special report to the California Committee for the Study of Education:

Regular peacetime day enrollment has dropped 15 per cent to 40 per cent; "extended day and evening classes" have increased in enrollment 15 per cent to 100 per cent; enrollment of men and women continues on a 50-50 basis. The decreased enrollment obtains, in general, in liberal-arts courses; the increased enrollment, in the subjects allied to war production—mathematics, physics, drafting, navigation, and so on. Faculty men called to the armed services are mainly in those departments where student enrollment is increasing, which makes for an unbalanced distribution of instructional loads.

COTTEY GIRLS ARE POSTED!

As a continuing summary of the war activity at Cottey College, Missouri, and constant stimulus to further effort on the part of its students, every week a list of all Cottey girls is posted on the bulletin board. At the top of the list appears the title: "Cottey takes part in the war effort—What have you done?" Seven war activities—buying stamps, soldier's entertainment, knitting, skirts, bandages, afghans, and miscellaneous—divide the paper into seven sections, and every week each student records the number of hours spent in each activity, and places a check in the space provided if she has purchased stamps during the week. Effective? Yes, and every student knows exactly just what Cottey and its students are doing to help in the total war effort.

CENTENARY ACTIVITIES

Of the 1942 graduating class of Centenary Junior College, over half have gone into immediate employment, making it possible for the same number of young men to be released for active service in the armed forces of the country. Nine others who had completed the liberal arts course are preparing for business employment, and will take positions within the year. Twenty re-

cent Centenary students are in nurses' training courses, others in physical therapy and occupational therapy, all with immediate relation to the national emergency. Another group is preparing for teaching in the particular fields of their choice.

In addition to the general secretarial program, Centenary is now offering a medical secretarial course with laboratory training in a hospital included. A number of girls are enrolled in the engineering drawing which was introduced in September. Second semester classes have been formed in the four Red Cross courses: First aid, home nursing, nutrition, and canteen service. The two latter have been opened to women in Hackettstown and its vicinity. Dr. Omwake is teaching a course this semester in child care, designed to prepare for the care of children of working mothers.—From the *Bulletin* of Centenary Junior College, New Jersey.

STONELEIGH TO CLOSE

Stoneleigh Junior College, New Hampshire, will close for the duration on June 20, according to an announcement from the Board of Trustees dated April 7. Inability to secure a sufficient number of qualified men for the faculty is given as the primary reason for this decision. Stoneleigh was organized in 1934.

AIRPLANE SPOTTERS

The fifty members of the senior class at Gulf Park College, Mississippi, have organized themselves as an airplane spotter group working under the immediate supervision of the War department. An airplane spotter station has been established on the college campus,

constantly manned by the members of the senior class working in relays. Reports of all planes passing are telephoned immediately to the central station at New Orleans.

COLBY'S NEW COURSES

Colby Junior College, New Hampshire, has added Aeronautical Secretarial Science and Pre-Nursing training to its list of vital war courses. These new courses were inaugurated February 1, supplementing those already offered to prepare young women for service in Medical Technology, Medical Secretarial Science, Business, Psychology, and Radiography.

AIRLINE COURSES

Los Angeles City College has inaugurated two terminal airline curricula. A one-year course prepares women for positions as air hostesses, junior passenger agents, and traffic and reservation clerks. A two-year course prepares men for positions in air cargo, operations, and management work. The new curricula are sponsored by the TWA, while United, Western, American, and Pan-American airlines are co-operating as consultants. TWA is providing text materials and has authorized some of its veteran employees to act as instructors in the various courses.

COURSES FOR TECHNICIANS

Lees-McRae College, North Carolina, is affiliating with the Charlotte Memorial Hospital in offering two new curricula next year. The curricula are for the preparation of laboratory technicians and for X-ray technicians. The

first two years of each curriculum will be offered at Lees-McRae, the student transferring at the end of that time to Charlotte Memorial Hospital for the remainder of her work—twelve consecutive additional months for completion of the curriculum for X-ray technicians, and 18 consecutive months for laboratory technicians.

NEBRASKA LEGISLATION

Continued existence of public junior colleges in Nebraska, even under emergency wartime conditions, is assured by special legislation passed unanimously by the state legislature in February. The new legislation provides that until September 1947 no election will be necessary to reestablish a junior college should it be forced to suspend operations before that date on account of the war.

WAR COURSES AT TILTON

Expanding its efforts to prepare students for their part in the war, Tilton Junior College, New Hampshire, is offering during the second semester two new, non-credit courses, open to both preparatory school seniors and all junior college students. Courses in Military Business Training and Practice in International Morse Code are offered, in addition to the full-credit, full-year elective in Aeronautics and the "refresher" Pre-Service Mathematics added to the curriculum in September. Military Business Training will include study of Army organization and administration, occupational skills required in the Army, the use of regulation forms and clerical procedures, Army and Navy correspondence, and the routing and disposition of materials.

Reports and Discussion

NORTH CENTRAL COUNCIL

The annual meeting of the North Central Council of Junior Colleges was held at Chicago March 26. Considerable time was spent in discussing the affairs of the national association and the advisability of maintaining the Washington office. It was voted to increase dues from \$1.00 to \$2.50 per year and to expand somewhat the functions of the Council. The following officers were elected: President, James C. Miller, Christian College, Missouri; vice-president, J. F. Wellemeyer, Kansas City Junior College, Kansas; secretary, Albert G. Dodd, Morgan Park Junior College, Illinois.

ALBERT G. DODD
Secretary

NEW NORTHWEST OFFICERS

Because of wartime conditions the Northwest Association of Junior Colleges did not hold its regular annual meeting this spring. It did, however, elect the following officers for the year 1943-44 by mail ballot: President, Dr. G. A. Odgers, Multnomah College, Oregon; Vice-Presidents, Dean Leroy Good, Dawson County Junior College, Montana, and Dr. H. A. Dixon, Weber College, Utah; Secretary, Dean C. H. Lewis, Mount Vernon Junior College, Washington; and Treasurer, President Orrin E. Lee, North Idaho Junior College.

MINNESOTA ASSOCIATION

The spring meeting of the Minnesota Junior College Deans Association was

held at the University of Minnesota March 19-20. Addresses were given by Professor A. C. Krey and Professor Ralph Casey of the University. Discussion of the problems of the American Association of Junior Colleges was led by Pres. Martin Graebner of Concordia College. Discussion of scholarships in junior colleges was conducted by Dean M. C. Knudson of Worthington Junior College.

TEXAS ASSOCIATION

The annual meeting of the Texas Junior College Association was held at Dallas April 9, under the presidency of Charles F. Schmidt of Blinn College. Pres. Schmidt used as the subject of his presidential address "The Junior College Faces War and Peace." Other addresses were given by Dean D. A. Weaver of Baylor University and Col. Julian Hyer of the Eighth Service Command.

CALIFORNIA FEDERATION

The California Junior College Federation on February 11 concluded the second of two special statewide meetings called by the California State Department of Education to consider the problems facing junior colleges as a result of the war. Acceleration of students, the development of more realistically adequate war training programs, fiscal and legal problems (especially those emergent as a result of rapidly decreasing attendance), and the implications of the world crisis for the present and future program of upper secondary education engaged the attention of ap-

proximately 100 persons representing the upper and lower secondary schools of the state, city school departments, higher education, and the State Department of Education.

GEORGE H. GEYER
Secretary

LIBRARY CONFERENCE

A conference of an unusual if not a unique kind was held in Baton Rouge, Louisiana, March 13, 1943. The librarians of the state institutions of higher education met with the presidents of these institutions to consider the topic, "The Role of the Library in the General College Program." The meeting was held in connection with the annual Louisiana College Conference and was arranged by Mary Clay, librarian, Northeast Junior College, who is also secretary of the Junior College Libraries Section of the American Library Association.

"AMERICA AT WAR"

The Stockton Junior College is requiring of all students this term a one unit course entitled "America at War," under the auspices of the Committee on the Colleges and the War. The course is based upon the belief that every American should have a factual knowledge of the background of the war, its roots in continental fascism and Japanese militarism, the problems of strategy and supply, the nature of the peace, and the demands the war and the peace place upon every citizen.

The lectures deal specifically with such subjects as the strategy of the Pacific war, the new geography, and the submarine war. The reading material is a series of eight of the Foreign Policy Association's Headline Books. Quizzes

are given regularly on the reading material. The general reaction of students seems to be appreciative, and the college feels that a significant job is being done in providing an understanding and appreciation of the job at hand.

C. HOWARD HOPKINS, *Chairman*
Committee on Colleges and
the War

Stockton Junior College
Stockton, California

WAR-STREAMLINED PHYSICS

In the belief that the war emergency necessitated a shorter elementary college physics course, Schurz Evening Junior College in September 1942 began to offer an eighteen-week survey of college physics. High school graduation is the only prerequisite, but nine out of every ten students, war plant workers and air cadets awaiting their call, have also had high school physics; and some have completed the usual one-year advanced course in the subject. The facts thus far available indicate that those lacking secondary school training in physics are not in the least handicapped. Perhaps the evening school student's greater measure of diligence per unit of available time is responsible.

Divided into five units, the course covers each of the classical divisions of physics in four weeks, and recent advances in the field during the last two weeks. Sound and light are treated as one, with mechanics, heat, and electricity comprising the other topics.

Laboratory work is done during each of the two three-hour sessions a week. But instead of requiring the following of directions in a guidebook and reporting observed results according to a standardized form, a new scheme is adopted.

Students are grouped into twos, threes, or fours, depending upon the experiment to be done. An effort is made to vary the members of the laboratory teams at every period. The purpose is not only to avoid dependence upon a leader on the part of those who would rather have others perform their work, but also to condition adjustment to new groupings. Each team is given the necessary apparatus for an assigned task. During the study of electricity, for example, the plates, wires, jars, galvanometer, and chemicals necessary for the construction of a Daniell cell are placed upon the bench. The students are told to construct one and be ready to explain the action. Or they may be given the resistances, galvanometer, battery, and keys for a Wheatstone bridge arrangement, told to construct one, measure an unknown resistance, and then explain the action. Informality prevails, both when cautioning students to have a plan of operation before beginning manipulations and when questioning them about the reasons for the phenomena they observe.

The laboratory assignments are more practical than theoretical, instrument handling taking precedence over substantiating laws. Rather than corroborate Boyle's Law, or find indices of refraction, students work with material which will aid them more directly in their war service. Given two thermometers, a piece of wet cloth, and a small basin of water, they are instructed to find the relative humidity with the aid of physical tables. Or they may be asked to construct and explain the working of a thermopile; or to make a compound microscope.

In mechanics, not much variation from classical experiments is as yet attempted. The construction and op-

eration of a simple pendulum or a force-table exercise are serving the purpose. However, in the former a derivation of the fundamental equation is given during the laboratory period, while in the latter applications of the same principle are shown via pertinent numerical problems.

The laboratory exercises are planned to offer students training in organization and planning, physical operations, principles of physics, and cooperation. They are patterned to develop resourcefulness in physics; to show possible procedures in constructing apparatus necessities when three thousand miles away from the nearest laboratory supply house, or in a factory unable to obtain instruments. Lastly, the procedure develops that area of scientific method which requires imagination to prove an hypothesis, and gives a preliminary insight into causal sequences.

MORRIS GORAN

Schurz Eve. Junior College
Chicago, Illinois

The junior college leaders are successfully building a new type of higher education in the United States. The growth in numbers and influence is a tribute to the democratic spirit of the nation. Junior colleges were needed; private initiative and public influence both responded. There is a place for both public and private junior colleges in American education.—Haydn S. Pearson, in the *Christian Science Monitor*.

It is desirable that junior colleges be recognized as an integral part of the free public school system and that they be widely established throughout the states.—*Report of National Resources Planning Board for 1942.*

From the Secretary's Desk

UNIVERSITY PROFESSORS

The membership record published in the February *Bulletin* of the American Association of University Professors indicates that 156 faculty members in 27 junior colleges have availed themselves of the recently opened privileges of membership in this important national professional organization. Largest numbers of members are reported at Stephens College, Missouri, and at the Southern Branch of the University of Idaho—each with 23 members. Organized chapters are maintained at five junior colleges. Membership and officers are as follows: Bucknell University Junior College, Pennsylvania, 12 members, Arthur Bernhart, *president*; Norfolk Division of College of William and Mary, Virginia, 13 members, W. G. Akers, *president*, A. L. Smith, *secretary*; John McNeese Junior College, Louisiana, 15 members, W. N. Cusic, *president*, Muriel L. Cleveland, *secretary*; Southern Branch of University of Idaho, 23 members, J. A. Davis, *secretary*; San Bernardino Valley Junior College, California, 9 members, J. V. Harvey, *president*, N. W. Cummings, *secretary*. Conditions for membership were printed in the *Junior College Journal* for October 1940, page 93.

FIELD WORK

On March 26 and 27 the Executive Secretary attended a meeting of the American Council on Education's Committee on Accreditation Procedures at Chicago. He spoke before a faculty

group at Temple University, Philadelphia, on March 31. On April 3 he attended a special conference on small colleges called by the U. S. Office of Education at Washington. On April 7 he spoke to the faculty of Georgetown Visitation Junior College in Washington. He attended a conference of Washington Youth Serving Agencies on April 13. On April 23 he inaugurated the newly established Delta Pi Epsilon (Business Education) lectureship with a lecture, "Up-Grading and Out-Grading in Business Education," at a meeting of the Eastern Commercial Teachers Association in New York. On May 1 and 2 he spoke at the dedication of new buildings at Pfeiffer Junior College, North Carolina.

AMERICAN COUNCIL MEMBERS

Three additional junior colleges were admitted to membership in the American Council on Education at the February meeting of its Executive Committee. They were Arkansas State Agricultural and Mechanical College at Magnolia, Copiah-Lincoln Junior College of Mississippi, and La Sierra College of California.

JUNIOR COLLEGE DIRECTORY

"This directory is one of the best that comes to our desk. We wish to congratulate you on its conciseness and helpful and interesting information furnished."—College and Specialist Bureau, Memphis, Tennessee.

Junior College World

ASSOCIATE'S DEGREE

Boston University announces the recent inauguration of the associate's degree for students completing specified two-year curricula in its College of Practical Arts and Letters. A 1943 bulletin says:

The two-year junior college programs leading to the Associate's Degree are arranged primarily for students who have well-defined vocational aims and who wish to be prepared adequately, within a comparatively short period, for efficient service in a specified field. These programs provide excellent backgrounds for several vocational pursuits. The candidate for an Associate's Degree must complete sixty-four credit hours of approved work with a grade of at least 75 per cent in three-fourths of these credits and demonstrate proficiency satisfactory to the Faculty in all vocational courses.

Four associate's degrees are offered: Associate in Commercial Science (A.C.S.), Associate in Applied Art (A.A.A.), Associate in Home Economics (A.H.E.), and Associate in Medical Secretarial Science (A.M.S.S.).

NORTH CENTRAL PRESIDENT

William E. McVey, superintendent of Thornton Township Junior College, Illinois, was elected president of the North Central Association of Colleges and Secondary Schools at the annual meeting of the Association in Chicago in March.

MEDICAL TECHNOLOGISTS

The curricula at San Antonio Junior College, Texas, have been reorganized to provide a thorough course for medical technologists. The present need for this service is stressed by the Amer-

ican Society of Clinical Pathologists, who have set up the standards for medical technologists. An advisory committee composed of six doctors and J. O. Loftin, president of the college, will supervise the courses.

IT GETS TO BE A HABIT

The current issue of *Lasell Leaves*, Lasell Junior College, Massachusetts, lists 33 students who are sisters of former students, 11 who are daughters of former students, and two who are granddaughters of former students.

A.A. DEGREE FOR ADULTS

San Jose Evening Junior College, California, has set up a series of curricula for adults the successful conclusion of which will be marked by the award of the degree of associate in arts. It is expected that from three to five years of part-time evening work will be necessary to complete the equivalent of two years of regular college work. The plan is described in detail in an article by David L. MacKaye in the February number of the *California Journal of Secondary Education*.

LOAN PHONOGRAPHS

The library staff of Colby Junior College, New Hampshire, is not content with supplying more than one thousand phonograph records for use in classrooms and in a listening room. The library has also purchased several portable phonographs which, together with records, are loaned to students for use

in their dormitory rooms. The library staff and students are enthusiastic over this means of encouraging listening. There is heavy use of phonograph records, some wearing out of records, but little breakage.—B. Lamar Johnson, in 42nd *Yearbook* of the National Society for the Study of Education.

MAINE JUNIOR COLLEGE

Bangor Theological Seminary, Maine, one of the oldest seminaries in New England, has established a junior college designed to meet a double purpose: (a) to provide a pre-theological curriculum which will offer adequate preparation for the regular work of the theological seminary; and (b) to fulfill the general requirements of the typical liberal arts curriculum. Several instructors from the University of Maine, eight miles distant, cooperate in giving courses in English, social science, natural science, and psychology.

MESA COLLEGE EXPANSION

In March final papers were signed by which Mesa College, Colorado, has taken over the entire property, ownership, and management of Ross Business College, a privately controlled institution located in Grand Junction.

PHI THETA KAPPA

Delta Nu Chapter of Phi Theta Kappa, the national junior college honor society, was installed at Endicott junior college, Massachusetts, March 5.

Delta Xi chapter of Phi Theta Kappa, junior college honorary society, was installed at Ward-Belmont School, Tennessee, March 30.

BRIARCLIFF CHARTER

Briarcliff Junior College, New York, which was granted a provisional charter in 1933, has met the standards required by the New York State Education Law and was granted an absolute charter by the Board of Regents of the University of the State of New York, March 19, 1943.

A SIXFOLD INCREASE

A sixfold increase in enrollments in junior colleges and technical institutes and lesser increases in other types of higher and graduate education comprise one of the "Fourteen Points for Education" recommended by the National Resources Planning Board, transmitted to Congress March 11, as summarized in the April issue of the *School Executive*.

EVENING OFFERINGS

The recently organized evening college sessions of the Los Angeles City College are offering this spring groups of courses under the following headings: Air corps institute, airline operations and management, art, business, chemistry, civic health, earth science, engineering, English, foreign language, home administration, law, life science, mathematics, music, photography, physical education, psychology, physics, radio, social science, war information, speech, and general education.

INFORMATION NEEDED

Federal and state offices of education should keep business teachers informed about the status and development of business education both in secondary schools of numerous types and in junior and senior colleges of many kinds, and the difficult problems of articulation

which exist among the types. Here is an area of governmental service in business education in which leadership is greatly and urgently needed.—Paul S. Lomax, New York University, in *Journal of Business Education*.

TERMINAL MONOGRAPHS

I am sure that these volumes will stimulate institutional self-study if administrative heads and key faculty members will give serious thought to the problems they present.—CHARLES HAINES, *Pueblo Junior College, Colorado*.

These books should be in the hands of all junior college administrators and faculty members and anyone who has a vital interest in the junior college movement.—DAVID BUCHAREST, *Newark Junior College, New Jersey*.

I'm enthusiastic over the public junior college. It puts two years of college within the reach of hundreds of youths otherwise denied such education.

Besides, it enables many young men and women who are not yet able to profit from taking sole responsibility for their guidance to have the stabilizing influence of the home and family for two years beyond high school. Remember this, that the public junior college develops in a community in which enough parents want it. If it is a good public service for one community, it should be so for most communities.—Garry C. Myers, *Western Reserve University*.

The junior college stands in a unique position of opportunity and responsibility with regard to local adult education needs. Wartime conditions accentuate both the opportunity and the responsibility.—J. E. Carpenter, in *California Journal of Secondary Education*.

AMERICAN COLLEGE BUREAU

28 E. Jackson Blvd., Chicago, Illinois

Administrators in the educational field in all states, from Maine to California, are requesting that we recommend teachers for various types of positions on their staffs. This year there is a greater need for men and women in the teaching field than there has been for more than a decade. Because of the increasing number of men in the service, some colleges find themselves overstaffed in some departments and understaffed in other departments. Some universities and colleges are gladly giving leaves of absence to some members of their staffs, while in other departments they are having to secure new teachers. Many of the positions are permanent, and many are for the duration.

In our office here we find that both executives and teachers are trying to take care of the adjustments necessary. Once more the demand for teachers is greater than the supply. We welcome new registrations of teachers, that we may continue to meet the demand.

The American College Bureau is staffed and equipped to serve the executives who need to fill positions, and to serve those in the educational field who are looking for positions of advancement.

Our Service is Nation Wide

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Index to Volume XIII

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[Names of authors of contributed articles are printed in capitals and small capitals. The principal contents of the *Junior College Journal* are also indexed in the *Education Index*.]

- Acceleration, 122
Accounting Manual, Committee on, 447
Accreditation, 174, 414
Accreditation chart, 58, 61, 123
Activities Make Democracy Live, Student, CATHERINE J. ROBBINS, 379
Adams, J. Louis, 12
Admissions Blank, 364
Adult Education, 122
Adult Education, Committee on, 447
Advertising, results of, 214
Akers, S. L., 207
Alfriend, Kyle T., 206
Allen, Hollis P., 58
Allen, John S., 115
Allen, Warren D., 167
Almen, A. L., 58
Alpha Gamma Sigma, 105
Alpha Pi Epsilon, 83, 115
Alpheus, Brother James, 58
Altoona Undergraduate Center, Pennsylvania, 35
Alvey, Edward, Jr., 58
American Association of Collegiate Registrars, 55
American Association of University Professors, 461
American Council on Education, 35, 52, 58, 461
America's Share, JOHN STOCKER, 436
Amori, Joseph A., 59
Amsden, M. R., 59
Anderson College, South Carolina, 356
Anderson, Dice R., 207
Anderson, Ida, 59
Anderson, J. A., 59
Anderson, Vernon E., 59
Angelique, Mother, 209
ANELLO, MARION E., 59, 360; Perfume and Rivets for Victory, 181
Annual meeting (1943), 53, 117, 419
Annual Report of Executive Secretary, WALTER C. ELLS, 439
Anoakia Junior College, California, 12, 303
Arlington Hall Junior College, Virginia, 37, 113, 299
Armed service, personnel in, 33, 88, 103
Armstrong Junior College, Georgia, 108, 349
Army Now, They're in the, J. ROBERT SALA, 228
Askew, J. Thomas, 108, 349
Associate's degree, 49, 50, 51, 62, 156, 316, 361, 397, 406, 423, 462
Associate's Degree and Graduation Practices in Junior Colleges, 54
Athletics, 244, 414, 415
Atkinson, Carroll, 57, 59
Atteberry, George C., 363
Auble, John L., 363
Auditing Committee, 453
Augusta, Junior College of, Georgia, 206
Austin Evening Junior College, Illinois, 308
Austin, Ward, 52
Bachelor's degree, 121, 124, 125, 172, 173, 174, 219, 222, 352, 446
Bachelor's Degree for Junior Colleges, SYMPOSIUM BY EDUCATIONAL LEADERS, 204
Bacone College, Oklahoma, 114
Badger, Henry G., 59, 372
Baker, Dwight C., 102
Baker, Maysel O'H., 59
BAKER, R. W., Fewer Square Pegs in Round Holes Here!, 387
Bakersfield Junior College, California, 52, 122
Ballard, Ruth M., 60
Baltimore plan, 52
Bangor Seminary Junior College, Maine, 463
Banking, 173
Bartky, John A., 350
Bartlesville Junior College, Oklahoma, 350
Bartley, O. A., 280
Bass, W. W., 136
Baugher, J. I., 60
Bawden, Arthur T., 113
Becker, Howard, 410
Beery, Leon F., 112
Beethoven or a Bottle of Beer?, MAX KAPLAN, 373
Bellquist, Eric C., 60
Bentley, Imogene, 18
Bergen Junior College, New Jersey, 36, 350
BEROLZHEIMER, BEULAH, Defense Activities at Woodrow Wilson, 13
Beta Phi Gamma, 88
Bethel Junior College, Minnesota, 405
Bethel, L. L., 302
Bethel Woman's College, Kentucky, 103
Bethune-Cookman College, Florida, 30
Bethune, Mary M., 60
Bibliography on Junior Colleges 58, 121, 172, 219, 315, 364, 411
Bigelow, Bruce M., 60, 215
Bishop, D., 60
Bismarck Junior College, North Dakota, 133
Black, William, 180
Blackburn College, Illinois, 212
Blake, Wainwright D., 60
Boe, Lars W., 357
Bogue, Jesse P., 134

- Boise Junior College, Idaho, 37, 114, 398
 Boitnott, D. W., 115
 Books, Judging the New, 56, 119, 170, 362, 409
 Boren, James B., 51
 BOWMAN, HENRY, A Functional Marriage Course, 157
 Boyd, J. L., 210
 Boyd, P. A., 60
 Boyd, P. P., 205
 BOYLAN, FRANCIS T., The Part-Time Job in the Junior College Plan, 80
 Breidenstine, A. G., 60, 294
 Brewster, R. Wallace, 24, 60, 164
 Briarcliff Junior College, New York, 32, 49, 241, 463
 Brickman, W. W., 60
Britannica Book of the Year, 1943, 118
 British 18-19-Year-Olds in Wartime, EVAN DAVIES, 140
 Broom, Knox M., 61
 Brothers, E. Q., 136
 Brown, C. K., 207
 Brown, Karl, 61, 218
 Brown, Loren N., 302
 Bruce, H. D., 51
 Brumbaugh, A. J., 61, 361
 Bucharest, David, 464
 Budgets, junior college, 372
 Buildings, 412
 Business education, 63, 92, 120, 125, 173, 174, 316, 412, 414, 463
 Business English, 219, 220
 California, 156, 172, 219, 244, 315, 316, 317, 352, 365, 366, 367
 California Junior College Federation, 351, 458
 California, junior colleges in, 30, 45, 48, 51, 58, 105, 119, 455
 California State Committee of Junior Colleges, 119
 California-Western Music Educators Conference, 354
 Callahan, Catherine, 62
 Campbell College, North Carolina, 206
 CAMPBELL, LAURENCE R., 57; Covering Junior College War News, 293
 Campbell, Leslie H., 206
 Capps, A. G., 62
 Carley, Verna A., 62
 Carpenter, Marjorie, 186
 Carpenter, W. W., 62
 CARPENTER, W. W., and J. R. JOHNSON, Dean or Errand Boy?, 381
 CARPENTER, W. W., and J. R. JOHNSON, The Junior College Dean, 19
 Carr, I. N., 206
 Carr, W. G., 57, 62
 Carroll, Maurine, 62
 Casements, The, Florida, 212
 Casper Junior College, Wyoming, 331
 Catholic junior colleges, 58, 62, 412
 Cazenovia Junior College, New York, 51
 Centenary Junior College, New Jersey, 35, 39, 49, 210, 384, 357, 456
 Centenary's Selective Service Plan, LOUISE OMWAKE, 384
 Central California Junior College Association, 30
 Central Junior College, California, 243
 Chadwick, R. D., 62
 Chaffee, Eugene B., 37, 62, 114
 Chaffey Junior College, California, 383
 Chamberlain, Leo M., 63
 Chamberlayne Junior College, Massachusetts, 156
 Chambers, M. M., 57, 63
 Chandler Schools, Boston, 116
 Chapman, Carolyn E., 63
 Chapman, Roger W., 63
 Charters, W. W., 121, 297
 Chastain, Harold, 51
 Chemistry, 59, 120, 411
 Chenoweth, Eugene C., 394
 Chesbrough Seminary, New York, 346
 Chevy Chase Junior College, D. C., 37, 212
 Chicago junior colleges, 25, 174, 334
 Chicago Junior Colleges, Specialization in, WILLIAM H. JOHNSON, 334
 Chittenden, E. W., 121
 Christian Brothers College, Tennessee, 399
 Christian College, Missouri, 39, 228, 364
 Christy, Arthur E., 121
 Christy, Lynn, 288
 CILLIE, FRANK, Objectives of a Private Junior College, 198
 Citrus Junior College, California, 122
 Civilian defense, material on, 54, 57
 Civilian pilot training, 34, 37, 101, 103
 Clark, E. L., 285
 Clark, Gertrude B., 203
 CLARKE, JAMES, A Junior College Goes Totalitarian, 231
 Clarke Memorial College, Mississippi, 210
 Clay, Mary, 314
 Clymer, Paul, 52
 Cochran, Blake, 362
 Colby Junior College, New Hampshire, 79, 234, 406, 446, 457, 462
 Cole, Charles G., 135
 College for Negroes, 331
 College Workbook Put to Work, EGBERT LUBBERS, 89
 Collier, C. B., 207
 Collins, Robert T., 121
 Colorado Woman's College, Colorado, 212, 355, 397, 406
 Columbus University Junior College, D. C., 113
 Colvert, C. C., 138, 206, 358
 Commerce, 173
 Community education, 211
 Community surveys, 409
 Conley, William H., 52
 Connecticut Conference of Junior Colleges, 42, 214
 Connecticut, Junior College of, 113, 212, 398, 455
 Conner, J. E., 207

- Conrad, James L., 50
 Consumer Education, 220
 Cook, Festus M., 191
 Coons, C. W., 353
 Cooper, Walter L., 116
 Copeland, William D., 136
 Copiah-Lincoln Junior College, Mississippi, 318
 Cordell Hull Junior College, Tennessee, 174
 Cossentine, E. E., 50
 Cottey College, Missouri, 52, 62, 122, 124, 172, 364, 456
 Cottrell, Donald P., 121, 218
 Counseling, 21, 383
 Covering Junior College War News, LAURENCE R. CAMPBELL, 293
 Cowley, W. H., 118, 121, 306
 Creative group work, 56
 Crutsinger, George M., 51
 Cuba, 358
 Culver Military Academy, Indiana, 88, 114
 Curriculum bulletins, 54
 Curriculum for Peace?, Junior College, FREDERICK L. WHITNEY, 371
 Curtiss, D. R., 57, 121
 Custer County Junior College, Montana, 50, 361
 DaGrossa, John, 362
 Dale, Edgar, 121
 David, Paul T., 56
 Davidge, Mrs. Lucious, 121
 DAVIES, EVAN, The British 18-19-Year-Old in Wartime, 140
 Davis, Benson W., 207, 352
 Davis, Charles M., 285
 Davis, J. Thomas, 138, 206
 Davis, Wayne, 122
 Dawson, H. M., 164
 Day, Edmund E., 122
 Dayton YMCA College, Ohio, 163
 Dean or Errand Boy?, J. R. JOHNSON and W. W. CARPENTER, 381
 Dean, the junior college, 173
 Dean, The Junior College, W. W. CARPENTER and J. R. JOHNSON, 19
 Defense Activities at Hardin, JACELYN REYNOLDS, 17
 Defense Activities at Woodrow Wilson, BEULAH BEROLZHEIMER, 13
 Degermark, Carin, 122
 Democracy Live, Student Activities Make, CATHERINE J. ROBBINS, 379
 Democratic Procedure in Teaching English, F. M. MANNING, 153
 Dental assistants, 59
 Diehl, Adam E., 398
 Diel, George, 122
 Directory, 1943, Junior College, WALTER CROSBY ELLS, 245
 Discussion, reports and, 40, 105, 213, 304, 351, 399
 Doctoral dissertations, 438
 Dodd, A. G., 458
 Dodd, Valera V., 122
 Dolan, W. W., 114
 Donaldson, Grace, 169
 Donham, B. B., 380
 Donham, W. B., 328
 Donohue, Francis J., 122
 Donovan, H. L., 207
 Dotson, George E., 50
 Douglass, A. A., 122
 Draft Age Be Reduced? Should The, SYMPOSIUM BY JUNIOR COLLEGE EXECUTIVES, 134
 Drake, Hurd A., 52
 Draughton, R. B., 207
 DuBois Undergraduate Center, Pennsylvania, 35, 288
 Duke, Samuel P., 207
 Duluth Junior College, Minnesota, 398
 Dunbar Junior College, Arkansas, 51, 114
 Duncan Junior College, Oklahoma, 39
 Dunn, William W., 210
 Eby, Frederick, 107
 Economics, 90
 Editorial, 3, 67, 131, 179, 227, 275, 323, 371
 Education for Family Life, Committee on, 449
 Edwards, Hiram W., 123, 367
 Eells, Walter C., 123, 124, 169, 172, 205, 313, 315, 365, 447, 454; Annual Report of Executive Secretary, 439; Junior College Directory, 1943, 245; Junior College in the United States, 390; Policy of the Journal in Wartime, 3
 Effect of War on Student Employment, A. LEO ELLIS, JR., 341
 Elkins, W. H., 206
 Elliott, Frank R., 286
 Elliott, Maude C., 124
 ELLIS, A. LEO, JR., Effect of War on Student Employment, 341
 Ellsworth Junior College, Iowa, 303
 Emergency, Junior College Education for, ALINE WARD, 187
 Emergency meeting, 238
 Emerson, R., 413
 Emory Junior College, Georgia, 113, 414
 Employment, Effect of War on Student, A. LEO ELLIS, JR., 341
 Employment of youth, 56
 Endicott Junior College, Massachusetts, 463
 Engineering, 21, 395, 405, 414
 Engleman, Lois E., 49, 124
 English, A Democratic Procedure in Teaching, F. M. MANNING, 153
 Enlisted Reserve Program, 33
 Enrollment, 38, 48, 102, 118, 168
 Erie Center of the University of Pittsburgh, Pennsylvania, 299
 Erskine School, Massachusetts, 203
 ESMDDT Programs, 70
 Essex Junior College, New Jersey, 22
 Eurich, Alvin C., 124
 Evans, D. L., 57, 170
 Evanston Collegiate Institute, Illinois, 197
 Evening class problems, 400

- Ewing, J. M., 138, 396
 Executive secretary, *see* From the Secretary's Desk
 Executive Secretary, Annual Report of, WALTER C. EELLS, 439
 Faculty, 396
 Faculty Needs and Requirements, DAVID B. PUGH and ROY E. MORGAN, 427
 Fairbury Junior College, Nebraska, 156, 436
 Fairleigh Dickinson Junior College, New Jersey, 12, 113
 Fairmont Junior College, Washington, D. C., 186, 240, 295
 Family Life, Committee on Education for, 449
 Family Life, For Practical Instruction in, MARSHALL C. MILLER, 84
 Family Relations, The Instructor of, ALINE WARD, 295
 Fariss, Gertrude H., 42, 139
 Farming, 103
 Farner, E. H., 124
 Faust, C. H., 204
 Faust, J. Frank, 56
 FAVILLE, KATHERINE, Nursing Needs Challenge Junior Colleges, 76
 Federal aid, 120
 Ferris Institute, Michigan, 413
 Fewer Square Pegs in Round Holes Here!, R. W. BAKER, VERLA M. JACKSON and P. R. STEVICK, 387
 Field Work, 218, 238
 Filer, Paul S., 124, 125
 Finance, committee on, 55
 Financing, 365
 Fisher, Edgar J., 125
 Fisk, McKee, 125
 Flat River, Junior College of, Missouri, 115, 406
 Flint Junior College, Michigan, 405
 Flintridge School for Girls, California, 12
 Florida Normal and Industrial Institute, Florida, 211
 Football, 362
 Ford, Hoyt, 125
 Foreign students, 288
 For Practical Instruction in Family Life, MARSHALL C. MILLER, 84
 Fort Dodge Junior College, Iowa, 167
 Fort Smith Junior College, Arkansas, 350
 Four-Year College, 174
 France, Mary Adele, 51
 Frances Shimer College, Illinois, 288, 297, 300, 318
 Freischmidt, Solanus, 358
 French, Too, in South America, You Can Use, LUCY M. GIDNEY, 28
 Frick, Thomas A., 115
 From the Secretary's Desk, 53, 117, 168, 218, 238, 309, 359, 407, 461
 Fullerton Junior College, California, 412
 Functional Marriage Course, HENRY BOWMAN, 157
 Garrett, Paul L., 208
 Garrett, Violetta, 96
 Garrison, Lloyd A., 116, 125
 Geiger, C. Havre, 125
 Gellerman, J. E., 102
 General education, 315
 General Education Board, 30, 51
 Geography, 317
 Geopolitics in the Junior College?, H. B. GRAYBILL, 329
 Georges, J. S., 125
 Georgia, 222, 360
 Georgia Military College, Georgia, 206
 Georgia Southwestern College, Georgia, 325
 Geyer, George H., 352, 361, 459
 GIDNEY, LUCY M., You Can Use French, Too, in South America, 28
 GILGER, GEORGE A. JR., 125; Should Instructors Have Work Experience?, 192
 GILLILAND, ESTHER GOETZ, 216, 307, 353, 403; Junior College Music, 47, 110, 166
 Goas, T. Stewart, 24
 Goddard College, Vermont, 60
 Goetz, Esther, 125
 Good, Carter V., 438
 Good, Warren R., 386
 Goran, Morris, 460
 Goshen College, Indiana, 406
 Government, Vitalizing the Course in American, DONALD MICHELSON, 93
 Grand Rapids Junior College, Michigan, 162
 Grand View College, Iowa, 115
 Grant Union Junior College, California, 37, 49
 Gray, John E., 115
 GRAYBILL, H. B., Geopolitics in the Junior College?, 329; One Course, Many Texts, 393
 Great Falls Junior College, Montana, 210
 Green, C. Sylvester, 208
 Greenbrier College, West Virginia, 329, 393
 Green Mountain Junior College, Vermont, 52
 Griffin, H. L., 208
 Griffith, Maurice E., 125
 Guidance, 405, 415
 Gulf Park College, Mississippi, 167, 456
 Gummere, R. M., 204
 Gunston Hall, D. C., 116
 Gustafson, Anna M., 217
 Guthridge, W. H., 124
 Hackman, Joseph, 448
 Haines, Charles, 104, 464
 Haines, Francis D., 114
 Hale, Ralph I., 280, 397
 Hale, Wyatt W., 208
 Hall, Colby D., 208
 HALL, EDWIN M., Peace! What Then In Terminal Education? 343
 Hammond, D. K., 52
 Hansen, H. A., 172
 HARBESON, JOHN W., 139, 172, 219; Junior College and the Post-War Period, 131: Junior Colleges and Total War, 67; Preparatory Objective of the Junior College, 179

- Harbison Agricultural and Industrial Institute, South Carolina, 5
 Hardin, Defense Activities at, JACELYN REYNOLDS, 17
 Hardin Junior College, Texas, 17, 51, 299
 Hardy, Eric W., 206
 Harman, A. F., 208
 Harrington, Burritt C., 51
 Harrisburg Academy and Junior College, Pennsylvania, 39, 186, 299
 Harrison-Stone-Jackson Junior College, Mississippi, 69, 206
 HARTMAN, WILLIAM, Publicity and the Junior College, 201
 Hartsfield, L. W., 45
 Hartung, M. L., 172
 Hatch, Raymond S., 96
 Hauck, Helen G., 172
 Havighurst, Robert J., 218
 Hays, Roy M., 134
 Hazleton Undergraduate Center, Pennsylvania, 294, 366
 Health education, 120, 362
 Health Education, Committee on, 450
 Health Program for a Junior College, VIOLA G. FROMMER, 234
 Hebron Junior College, Nebraska, 50
 Hershey Junior College, Pennsylvania, 60, 62, 186, 294
 Hersom, Maurice, 172
 Herzl Junior College, Illinois, 240, 315
 Hewlett, James H., 208
 Higgins, E., 172
 Highland Park Junior College, Michigan, 102, 242
 Hill, F. E., 120, 170
 Hill, M. E., 172
 Hill, Reuben, 410
 Hillway, Tyrus, 42
 Hillyer Junior College, Connecticut, 116
 Hinds Junior College, Mississippi, 88
 HINES, HERBERT WALDO, Teaching Humanities, A One-Man Job, 25
 Hinson, Van G., 358
 History, 367
 Hiwassee College, Tennessee, 115
 Hoban, C. F. Jr., 120, 170
 Hockaday Junior College, Texas, 162
 Hoke, K. J., 208
 Holland, H., 173
 Holland, Kenneth, 120, 170
 Hollinshead, Byron S., 135, 163, 173
 Home economics, 222, 314
 Hopkins, C. H., 459
 Horn, Henry E., 357
 Houston Junior College, Texas, 365
 Howe, J. Wendell, 139
 How Many Junior Colleges? 407
 Hughes, E. H., 173
 Hughes, W. H., 173
 Humanities, A One-Man Job, Teaching, HERBERT WALDO HINES, 25
 Humanities course, 88
 Humphreys, J. Anthony, 109, 173, 361
 Hunt, Elgin F., 363
 Hunter, H. Jack, 50
 Husband, Richard W., 409
 Hutchins, Robert M., 173, 297
 Hutchinson Junior College, Kansas, 403
 Illinois Association of Junior Colleges, 213, 353
 Indecision, A Year of, GEORGE F. ZOOK, 275
 Indiana, 219
 Instructor of Family Relations, The, ALINE WARD, 295
 Instructors, 352
 Instructors, Committee on Preparation of, 427
 Insurance for teachers, 53
 Iowa junior college legislation, 46
 Irwin, W. A., 173
 Jackman, W. C., 16
 JACKSON, VERLA MARIE, Fewer Square Pegs in Round Holes Here!, 387
 JACOB, PEYTON, Post-War Education At Junior College Level, 325
 Japanese evacuees, 4, 5, 6, 239, 346, 455
 Jefferson City Junior College, Missouri, 116
 Job in the Junior College Plan, The Part-Time, FRANCIS T. BOYLAN, 80
 John McNeese Junior College, Louisiana, 38
 John Tarleton Agricultural College, Texas, 52, 206
 John, W. C., 173
 Johnson, G. C., 173
 Johnson, J. B., 173
 Johnson, J. R., 173
 JOHNSON, J. R., Dean or Errand Boy?, 381; The Junior College Dean, 19
 Johnson, R. I., 174
 Johnson, Wayne W., 136
 JOHNSON, WILLIAM H., Specialization in Chicago Junior Colleges, 334
 Johnson, Z. T., 208
 Johnstown Center of University of Pittsburgh, Pennsylvania, 299
 Jones County Junior College, Mississippi, 242
 Jones, E. N., 208
 Jones, Sam, 426
 Jones, T. B., 5
 Joplin Junior College, Missouri, 387
 Jordan, Edward C., 171
 Journal in Wartime, Policy of the, WALTER CROSBY ELLS, 3
 Journalism, 315
 Judd, C. H., 174
 Judging the New Books, 56, 119, 170, 362, 409
 Junior College and Reflective Courses, WILLIAM S. KRAEMER, 22
 Junior College and the Post-War Period, The, JOHN W. HARBESON, 131
 Junior College Curriculum for Peace?, FREDERICK L. WHITNEY, 371
 Junior College Dean, The, W. W. CARPENTER and J. R. JOHNSON, 19
 Junior College Directory, 1943, WALTER CROSBY ELLS, 245
 Junior College Education for Emergency, ALINE WARD, 187

- Junior College Goes Totalitarian, JAMES CLARKE, 231
- Junior College Growth, 309
- Junior College in the United States, The, WALTER C. EELLS, 390
- Junior College Journal subscriptions, 55, 238
- Junior College Music 47, 110, 166, 216, 307, 353, 403
- Junior College of Augusta, Georgia, 206
- Junior College of Connecticut, 212, 398
- Junior College of Flat River, Missouri, 406
- Junior College World 49, 113, 357, 404, 462
- Junior Colleges and Total War, JOHN W. HARBESON, 67
- KANE, GERALDINE, Marriage As Usual, 31
- Kansas, 317, 354
- Kansas City Junior College, Missouri, 83
- Kansas Junior Colleges, 43
- KAPLAN, MAX, 403, Beethoven or a Bottle of Beer?, 373
- Kemp, W. W., 174
- Kemper Military School, Missouri, 165, 241, 298, 355
- Kents Hill Junior College, Maine, 210, 212
- Kerr, Mary B., 116
- Kilgore Junior College, Texas, 109
- Killion, M. W., 174
- Kimball, R. S., 174, 219
- King, George H., 138
- King, Wayne, 354, 403
- Knight, Edgar W., 208
- Knisely, Harry B., 24, 136
- Knudsen, Johannes, 115
- Kokomo Junior College, Indiana, 52
- Koos, Leonard V., 219, 398
- KRAEMER, WILLIAM S., The Junior College and Reflective Courses, 22
- Kratt, William E., 139
- Kroggel, Raymond P., 453
- Laird, Charlton G., 219
- Lake Charles Junior College, Louisiana, 316
- Lamar College, Texas, 115, 164
- Landon, Marjerie A., 116
- Langfitt, R. Emerson, 413
- Languages, 28, 242, 396
- Lasell Junior College, Massachusetts, 299, 462
- La Sierra College, California, 50
- Latin America, 28; Course on, 12
- Lawson, Paul B., 285
- Learning While Earning in Wartime, W. C. MARSH, 277
- LEE, CHARLES A., Missouri College Union and Junior Colleges, 281
- Lees Junior College, Kentucky, 38
- Lees-McRae College, North Carolina, 48, 113, 303, 358
- Legislation in Massachusetts, Proposed, JOHN P. TILTON, 420
- Lembke, Glenn L., 317
- LENN, THEODORE, Term Paper Project at Newark Junior College, 97
- Leo, Brother I, 399
- Lewis, Charles H., 139
- Library, 118, 120, 124, 313, 318, 365, 411, 413, 414, 459
- Lincoln College, Illinois, 103
- Lindsay, Mrs. Vachel, 116
- Lindsey Wilson Junior College, Kentucky, 197
- Little, Winston W., 315
- Livingstone, C. R., 219
- Lloyd, George W., 453
- Lomax, Paul S., 464
- Long Beach Junior College, California, 50, 103, 343
- Long Junior College for Women, Indiana, 18
- Los Angeles City College, California, 4, 5, 6, 33, 37, 39, 48, 104, 153, 163, 164, 165, 174, 239, 240, 241, 243, 302, 315, 341, 358, 383, 395, 397, 410, 457, 463
- Lounsbury, John L., 50, 292
- LUBBERS, EGBERT, The College Workbook Put to Work, 89
- Luther College, Nebraska, 356
- Lux Technical Institute, California, 114
- Lyons Township Junior College, Illinois, 51
- MacQuarrie, T. W., 219
- Macurda, A. A., 219
- Maher, Florence, 219
- Maine, 463
- Maine Township Junior College, Illinois, 50
- Mallon, Arthur, 220
- Mann, George C., 220
- MANNING, FLORENCE M. 220; A Democratic Procedure in Teaching English, 153
- Manske, Armin A., 220
- Marcus, Dorris C., 220
- Marin Junior College, California, 52
- Mariner, Sylvia D., 220
- Marion College, Virginia, 217, 244, 357
- Marion Institute, Alabama, 206
- Markwick, Evangeline, 220
- Marot Junior College, Connecticut, 212
- Marot, Mary L., 220
- Marquardt, Carl E., 220
- Marriage, 410
- Marriage as Usual, GERALDINE KANE, 31
- Marriage Course, A Functional, HENRY BOWMAN, 157
- Mars Hill College, North Carolina, 36, 206, 241, 356
- Marsh, Clarence S., 220
- MARSH, W. C., 411; Learning While Earning in Wartime, 277
- Marshall, Alpheus, 220
- Marshall, College of, Texas, 51
- Marshall, Kendric N., 212
- Marshall, Thomas F., 220
- Martensen, Thelma, 222
- Martin, Blanche, 222
- Martin College, Tennessee, 191
- Martin, Durrell D., 222
- Martin, T. D., 222
- Martin, V. G., 222
- Martin, William H., 51, 114, 222
- Mary Allen Junior College, Texas, 5
- Mary, Sister Charles, 207
- Mason, Edward F., 222, 315

- Massachusetts, Junior Colleges in, 406, 408
 Massachusetts, Proposed Legislation in, JOHN P. TILTON, 420
 Mathematics in junior colleges, 60, 121, 410, 412
 Mather, Charles C., 88, 114
 Matherly, Walter J., 315
 Matheson, R. G., 401
 Mathews, E. J., 208
 May, A. L., 206
 McAllister, J. M., 315
 McAlmon, Victoria, 315
 McCammon, H., 174
 McConnell, T. R., 315
 McConnell, W. J., 208
 McCook Junior College, Nebraska, 381
 McCoy, I. C., 315
 McCoy, John H., 52
 McDaniel, J. W., 315
 McDonald, Anne, 286
 McEvoy, Jean, 315
 McGrath, Earl J., 315
 McGurk, Anne, 137
 McHale, Kathryn, 316
 McIntyre, Katherine, 316
 McKay, M. P., 49
 McKillop, J. R., 316
 McLaughlin, Anne, 453
 McLeod, Andrew F., 316
 McNaughton, Floyd, 316
 McNutt, W. S., 316
 McVey, W. E., 462
 Mead, J. F., 316
 Meadows, Leon R., 209
 Meadows, Weaver, 316
 Meanor, Gladys, 79
 Mechanic Learner Program, Weber College, C. M. NILSSON, 145
 Medical course, 48
 Medical secretary, 220, 303
 Medical technologists, 462
 Mehrens, Harold E., 316
 Membership by states, 359
 Merkel, Russel S., 317
 Merrill, George A., 317
 Merrill, Margaret B., 317
 Mesa College, Colorado, 201, 463
 Methodist junior colleges, 411
 Meyer, Carl S., 317
 Meyer, Clarence E., 317
 MICHELSON, DONALD, Vitalizing the Course in American Government, 93
 Middle States Association, 317
 Miley, Jess W., 317
 Miller, C. M., 317
 Miller, D. S., 218, 317
 Miller, Grace G., 317
 Miller, Gwendolyn, 317
 Miller, James C., 137, 318
 MILLER, MARSHALL C., 137; For Practical Instruction in Family Life, 84
 Millsbaugh, C. A., 318
 Minnesota Junior College Deans Association, 458
 Minnesota junior colleges, 43, 58, 59, 318
 Mirror of Student Opinion, 355
 Mississippi junior colleges, 61, 69, 222
 Missouri Association of Junior College Administrators, 352
 Missouri College Union and Junior Colleges, CHARLES A. LEE, 281
 Missouri junior colleges, 43, 364
 Mitchell, J. P., 286, 364
 Mitchell, Marjorie, 137, 364
 Mitchell, S. Lyman, 364
 Mitchell, Wilfred, 52
 Moberg, Walter J., 137, 364
 Modern languages, 365, 367
 Modesto—Big Brother to the County Schools, JOSEPH BURTON VASCHE, 376
 Modesto Evening Junior College, California, 244
 Modesto Junior College, California, 102, 365
 Moe, Lloyd B., 365, 396
 Moe, S. P., 50
 Moede, Lena E., 365
 Mohr, Eleanor S., 365
 Mohr, J. Paul, 365
 Moloney, Michael F., 402
 Monographs, comments on, 218
 Monroe, Walter C., 365
 Montana junior college definition, 83
 Montgomery, R. B., 209
 Monticello College, Illinois, 198
 Moody, Wayland P., 365
 Moore, E. H., 365
 Moreland, Helen H., 113
 Morgan, Edward, 50
 MORGAN, ROY E., 116, 164, 306, 366; Pennsylvania Junior Colleges and the War, 70
 MORGAN, ROY E. and DAVID B. PUGH, Faculty Needs and Requirements, 427
 Morgan, Walter E., 366
 Morley, S. G., 367
 Morris, Charles E., 367
 Morris, John W., 367
 Morris, Richard B., 57
 Morris, W. A., 367
 Morse, Olga S., 411
 Morse, S. W., 59, 411
 Morton Junior College, Illinois, 62
 Mortvedt, Robert A. L., 411
 Moseley, J. N., 411
 Moses, Virginia H., 411
 Mosher, E. R., 411
 Motion picture project, 120
 Mount Vernon Junior College, Washington, 405
 Mount Vernon Seminary, D. C., 34, 240
 Muelke, Herman G., 411
 Mullany, George G., 411
 Mullen, Francis J., 113
 Mullins, Lula L., 411
 Mulvihill, D. F., 411
 Muncy, Claire F., 411
 Murfee, W. L., 206
 Music, 222, 307, 403, 411, 412
 Music builds character, 353

- Music Educators National Conference, 166
 Music, Junior College, 47, 110, 166, 216, 307, 353, 403
 Myers, Gary C., 464
 Myers, Oliver H., 412
 Myers, Orvil F., 359
 National Association of Deans of Women, 113
 National defense, committee on, 117
 National Education Association, 53
 National Institute on Education and the War, 101
 National Junior College Music Committee, 47
 National Junior College Panhellenic Council, 301
 National Park College, Maryland, 101, 164, 299
 National Resources Planning Board, 328, 460, 463
 Nazareth College, Kentucky, 207
 Neal, E., 413
 Nebraska, 457
 Nebraska Junior College Association, 43
 Negroes, college for, 331
 Negro junior colleges, 211, 222, 414
 Nelson, Harold, 44
 Nelson, Raymond H., 49
 Neville, Walter C., 413
 Newark Junior College, Term Paper Project at, THEODORE LENN, 97
 New books, judging the, 56, 119, 170, 362, 409
 New England, 220
 New Haven Commercial College, Connecticut, 415
 New Haven YMCA Junior College, Connecticut, 301
 New Jersey Junior College Association, 42
 Newlon, Jesse H., 413
 New London Junior College, Connecticut, 156, 231, 300
 Newman, Samuel C., 362
 New Mexico Military Institute, 103
 New publications received, 171, 363, 408
 Newsom, N. W., 413
 Newton, J. H., 18
 Newton, Roy, 120, 413
 New York junior colleges, 125
 Niblo, Suzanne, 12
 Nichols, John R., 348
 Nichols Junior College, Massachusetts, 50
 Nielsen, Alfred C., 115
 NILSSON, C. M., Weber College Mechanic Learner Program, 145
 Nisei, 96, 165, 212, 239, 241, 346
 Nisei Evacuees—Their Challenge to Education, O. D. RICHARDSON, 6
 Nixon, R. B., 414
 No Assembly-Line Technique Here, MARY ALICE PRICE, 289
 Noffsinger, H. G., 206
 Noggle, Wave L., 414
 Nollen, John S., 414
 Norfolk Polytechnic College, Virginia, 331
 Norris, Earle B., 414
 North Carolina junior colleges, 411
 North Central Association, 197, 317
 North Central Council of Junior Colleges, 458
 Northeast Junior College, Louisiana, 38, 206, 314, 358, 395
 Northeastern Oklahoma Junior College, Oklahoma, 288
 Northern California Junior College Association, 105
 Northern Oklahoma Junior College, Oklahoma, 302, 411
 North Park College, Illinois, 50
 Northwest Association of Junior Colleges, 41, 458
 Northwest, junior colleges in, 414
 Norton, John K., 414
 Novak, J. C., 414
 Nursing education, 21, 76, 114, 239, 365
 Nursing Needs Challenge Junior Colleges, KATHERINE FAVILLE, 76
 NYA membership, 360
 Oak, Vishnu, 414
 Objective of the Junior College, Preparatory, JOHN W. HARBESON, 179
 Objectives of a Private Junior College, FRANK CILLIE, 198
 O'BRIEN, F. P., Recognizing Vocational Implications, 323
 O'Brien, Guy, 414
 Oceanside-Carlsbad Junior College, California, 280, 303
 Odell, Charles W., 414
 Odgers, George A., 292, 414
 Oertel, Ernest E., 51
 Officers, newly elected, 419
 Oklahoma, 165, 214, 367
 Olds, Edwin G., 410
 Olsen, George S., 51, 169
 OMWAKE, LOUISE, 453; Centenary's Selective Service Plan, 384
 One Course, Many Texts, H. B. GRAYBILL, 393
 Oppenheimer, J. J., 209, 415
 Orata, P. T., 415
 Orton, Dwayne, 113, 415
 Outland, George E., 415
 Owens, W. B., 415
 Pacific northwest, junior colleges in, 414
 Packer Collegiate Institute, New York, 38
 Paducah Junior College, Kentucky, 400
 Page, A. A., 207
 Palm Beach Junior College, Florida, 34
 Paris Junior College, Texas, 18
 Part-Time Job in the Junior College Plan, The, FRANCIS T. BOYLAN, 80
 Pasadena Junior College, California, 33, 122, 163, 172, 173, 211, 212, 242, 302, 303, 314, 317, 350, 356, 379
 Paul Smith's College, New York, 194
 Peabody College, Tennessee, 93
 Peace?, Junior College Curriculum for, FREDERICK L. WHITNEY, 371
 Peace Junior College, North Carolina, 83
 Peace! What Then in Terminal Education? EDWIN M. HALL, 343
 Pearson, Haydn S., 378, 460

- Peik, W. E., 205
 Pendell, Elmer, 294
 Penick, Herbert M., 298
 Pennsylvania Junior Colleges and the War, ROY E. MORGAN, 70
 Pennsylvania State College, Undergraduate Centers, 164, 427
 Perfume and Rivets for Victory, MARION E. ANELLO, 181
 Perkinson Junior College, Mississippi, 69
 Person, Walter, 358
 Personality development, 120
 Peters, Mary E., 96
 Petroleum engineering, 109
 PFROMMER, VIOLA G., Health Program for a Junior College, 234
 Philippines, University of the, 169
 Philosophy, Committee on, 359
 Phisterer, Isabel, 51
 Phi Theta Kappa, 463
 Phoenix Junior College, Arizona, 104
 Physics, 459
 Pikeville College, Kentucky, 207
 Pinchbeck, Raymond B., 209
 Placement program, 58
 Placer Junior College, California, 51
 Policy of the Journal in Wartime, WALTER CROSBY EELLS, 3
 Pomona Junior College, California, 163
 Port Huron Junior College, Michigan, 169
 Post-War Education at Junior College Level, PEYTON JACOB, 325
 Post-War Period, The Junior College and the, JOHN W. HARBESON, 131
 Pratt Junior College, Kansas, 92
 Preparatory Objective of the Junior College, JOHN W. HARBESON, 179
 Present and Post-War Considerations, JESSE B. DAVIS, 227
 Price, Louise, 56
 PRICE, MARY ALICE, No Assembly-Line Technique Here, 289
 Private Junior College, Objectives of a, FRANK CILLIE, 198
 Proposed Legislation in Massachusetts, JOHN P. TILTON, 420
 Provine, Robert C., 50
 Psychology, 409, 410
 Psychology, Committee on, 452
 Publicity and the Junior College, WILLIAM HARTMAN, 201
 Publicity problems, 52
 Pueblo Junior College, Colorado, 180, 316, 372
 PUGH, DAVID B. and ROY E. MORGAN, Faculty Needs and Requirements, 427
 Purks, J. H., 209
 Purposes of junior colleges, 400
 Rabun Gap-Nacoochee School, Georgia, 299
 Radio, 57, 59, 104, 115, 171, 314
 Radio plays, 169
 Rankin, Mrs. Gladys A., 12
 Rasmussen, L. R., 50
 Reading, 54, 297, 315
 Rebok, D. E., 51
 Recognizing Vocational Implications, F. P. O'BRIEN, 323
 Reflective Courses, The Junior College and, WILLIAM S. KRAEMER, 22
 Refresher Week, 399
 Regier, Bernard W., 403
 Relocation centers, 239
 Relocation Council, 168
 Reports and Discussion, 40, 105, 213, 304, 351, 399
 REYNOLDS, JACELYN, Defense Activities at Hardin, 17
 Rhyne, Hugh J., 244
 RICCIARDI, NICHOLAS, 338; Sacramento Junior College Reorganizes for War, 338
 RICHARDSON, O. D., 239; Nisei Evacuees—Their Challenge to Education, 6
 Ricker Junior College, Maine, 242
 Riggins, C. F., 104
 Rigney, Carl, 288
 Ritchie, Miller, 21
 Riverside Junior College, California, 38, 355, 397
 Riverside Military Academy, Florida, 34
 ROBBINS, CATHERINE J., Student Activities Make Democracy Live, 379
 Roberts, S. O., 114
 Rochester Junior College, Minnesota, 243
 Roosevelt, Mrs. Eleanor, 30, 51
 Ropp, Clarence D. L., 113
 Rosenlof, G. W., 285
 Ross, Stanley C., 358
 ROTC units, 33, 102
 Rundell, Walter, 138
 Russell, John Dale, 409
 Rutherford, William, 49
 Sacramento Junior College, California, 210
 Sacramento Junior College Reorganizes for War, NICHOLAS RICCIARDI, 338
 Sadler, M. E., 209
 Saint Mary's Female Seminary-Junior College, Maryland, 51
 SALA, J. ROBERT, 39; They're in the Army Now, 228
 Salaries, 30, 116
 Salinas Junior College, California, 164
 Salvatorian Seminary, Wisconsin, 358
 San Angelo College, Texas, 206
 San Antonio Junior College, Texas, 50, 103, 462
 San Bernardino Valley Junior College, California, 50, 88, 243, 411
 San Francisco Junior College, California, 122, 174, 243, 277, 303, 365, 411
 San Jose Evening Junior College, California, 462
 San Mateo Junior College, California, 156
 Santa Ana Junior College, California, 52
 Santa Maria Junior College, California, 210
 Santa Monica Junior College, California, 88, 96, 240, 350, 356
 Sapulpa Junior College, Oklahoma, 24
 Saunders, Richard P., 135

- Schmidt, Austin G., 218, 361
 Schmidt, Charles F., 139
 School of Design, Chicago, 104
 Schrodes, Caroline, 409
 Schurz Evening Junior College, Illinois, 459
 Schuylkill Undergraduate Center, Pennsylvania, 24, 35
 Schwab, Kathryn, 315
 Scott, George W., 49
 Scranton-Keystone Junior College, Pennsylvania, 230
 Seashore, Carl E., 112
 Secretarial curriculum, 220
 Secretary's Desk, From the, 53, 117, 168, 218, 238, 309, 359, 407, 461
 Selective Service Plan, Centenary's, LOUISE OMWAKE, 384
 Semiprofessional field, 219
 Setzler, E. L., 209
 Sheldon Junior College, Iowa, 16
 Shenandoah College, Virginia, 12, 115
 Shockley, F. W., 300
 Should Instructors Have Work Experience?, GEORGE A. GILGER, JR., 192
 Should the Draft Age Be Reduced?, SYMPOSIUM BY JUNIOR COLLEGE EXECUTIVES, 134
 Shumway, Royal R., 285
 Sinclair, Indie L., 452
 Sioux Falls College, South Dakota, 174
 Six-four-four plan, 124, 317
 Smith, Austin, 209
 Smith, Emily B., 138
 Smith, Harlie L., 406
 Smith, Jack, 114
 Smith, Marion B., 170
 Snavely, Guy E., 205
 Snead Junior College, Alabama, 191
 Snyder lecture, William Henry, 60
 Snyder, William H., 218, 358
 Social science, 170, 350, 363
 Sommers, Hobart H., 308
 South America, You Can Use French, Too, in, LUCY M. GIDNEY, 28
 Southern Branch of the University of Idaho, 34, 35, 36, 37, 104, 212, 219, 243, 348
 Southern California Junior College Association, 213
 Southern Junior College, Tennessee, 51, 207
 Southern Seminary and Junior College, Virginia, 289
 Spafford, Ivor, 83
 Spanish, 364
 Spartanburg Junior College, South Carolina, 358
 Specialization in Chicago Junior Colleges, WILLIAM H. JOHNSON, 334
 Speech, 220
 Speech Education, Committee on, 453
 Spokane Junior College, Washington, 16
 Springfield Junior College, Illinois, 34
 Standards, Oklahoma, 214
 Starr, G. G., 197
 Stephens College, Missouri, 36, 157, 174, 186, 297, 349, 354, 411, 413, 435
 STEVICK, PAUL R., Fewer Square Pegs in Round Holes Here!, 387
 Stewart, Helen Q., 119
 Stockard, Orpha, 138
 STOCKER, JOHN, America's Share, 436
 Stockton Junior College, California, 113, 241, 301, 409, 415, 459
 Stone, R. B., 191
 Stoneleigh College, New Hampshire, 31, 332, 456
 Stoneleigh Winter Project Proves Its Worth, ELMER D. WEST, 332
 Stradley, B. L., 285
 Street, J. P., 101
 Streng, Adolph C., 348
 Stubbs, M. F., 203
 Student Activities Make Democracy Live, CATHERINE J. ROBBINS, 379
 Student Reaction to War, 401
 Summer schools, 33
 Sunflower Junior College, Mississippi, 353
 Surveys, 409
 Sutherland, Carrie, 37
 SYMPOSIUM BY EDUCATIONAL LEADERS, Bachelor's Degree for Junior Colleges, 204
 SYMPOSIUM BY JUNIOR COLLEGE EXECUTIVES, Should the Draft Age Be Reduced?, 134
 Tate, William C., 113
 Taylor, Deems, 403
 Teacher training, 411
 Teaching Humanities, A One-Man Job, HERBERT WALDO HINES, 25
 Tead, Mrs. Clara M., 49
 Temple Junior College, Texas, 164
 ten Hoor, Marten, 209
 Tennessee Wesleyan College, 203
 Terminal Education, 40, 45, 61, 222, 315, 316, 317, 404, 409
 Terminal Education?, Peace! What Then in, EDWIN M. HALL, 343
 Terminal music courses, 216
 Term Paper Project at Newark Junior College, THEODORE LENN, 97
 Texas Conference-Laboratory, 40, 106
 Texas Junior College Association, 44, 458
 Texas junior colleges, 125, 167, 222, 306, 365, 402, 411
 Texas Lutheran College, Texas, 347
 Texas Public Junior College Association, 44
 Theses on junior colleges, 108
 They're in the Army Now, J. ROBERT SALA, 228
 Thompson, J. C., 51, 207
 Thornton Junior College, Illinois, 462
 Tiffin University, Ohio, 211
 TILTON, JOHN P., Proposed Legislation in Massachusetts, 420
 Tilton Junior College, New Hampshire, 35, 241, 395, 457
 Tolley, William P., 205
 Totalitarian, A Junior College Goes, JAMES CLARKE, 231

- Tracy, H. H., 450
 Transfer relations, 316, 364
 Treasurer, report of, 454
 Trenton Junior College, Missouri, 133, 455
 Trevorror, Dr. and Mrs. R. J., 49, 357
 Trigonometry, 120
 Trinidad State Junior College, Colorado, 49
 Tufts, Edgar H., 113
 Tuition Plan, Inc., 405
 Tuttle, G. P., 286
 Tyler, Harry E., 210
 Ulrich, Oscar A., 209
 Undergraduate Centers of Pennsylvania State College, 366
 Union Junior College, New Jersey, 165
 Van Gundy, Justine, 409
 Van Putten, J. Dyke, 212
 Varick, Mrs. I. K., 52
 Varnum, Walter C., 410
 VASCHE, JOSEPH BURTON, Modesto—Big Brother to the County Schools, 376
 Vaughan, Wm. H., 209
 Venable-Brown Company, 214
 Vermont Junior College, 103, 239
 Vernon, Norma, 121
 Victoria Junior College, Texas, 156
 Victory, Perfume and Rivets for, MARION E. ANELLO, 181
 Vincennes Junior College, Indiana, 219
 Virginia Intermont College, Virginia, 206, 241
 Virginia Junior College, Minnesota, 365, 414
 Virginia junior colleges, 21
 Visalia Junior College, California, 396
 Vitalizing the Course in American Government, DONALD MICHELSON, 93
 Vocational education, 24, 317
 Vocational Implications, Recognizing, F. P. O'BRIEN, 323
 Waldorf College, Iowa, 357, 358
 War, Junior Colleges and Total, JOHN W. HARBESON, 67
 War News, Covering Junior College, LAURENCE R. CAMPBELL, 293
 War On Student Employment, Effect of, A. LEO ELLIS, JR., 341
 War, Pennsylvania Junior Colleges and the, ROY E. MORGAN, 70
 War, Sacramento Junior College Reorganizes for, NICHOLAS RICCIARDI, 338
 WARD, ALINE, Junior College Education for Emergency, 187; The Instructor of Family Relations, 295
 Ward-Belmont School, Tennessee, 50, 356, 463
 Warren H. Wilson Vocational Junior College, North Carolina, 24
 Wartime Activities, 33, 100, 162, 211, 239, 298, 304, 347, 386, 395, 455
 Wartime Activities, Committee on, 117
 Wartime, Learning While Earning in, W. C. MARSH, 277
 Wartime, The British 18-19-Year-Old in, EVAN DAVIES, 140
 Watkins, Steven N., 16
 Wayland Junior College, Wisconsin, 358
 Weathersby, H. M., 209
 Weber College Mechanic Learner Program, C. M. NILSSON, 145
 Weber College, Utah, 103, 145, 300, 413
 Weitzel, H. I., 163
 Werner, Richard J., 139, 164
 Wesley Junior College, Delaware, 280
 WEST, ELMER D., Stoneleigh Winter Project Proves Its Worth, 332
 Westminster Junior College, Texas, 51
 What's in a Name, 168
 White, A. P., 197
 White, E. V., 209
 Whitley, Sam H., 210
 WHITNEY, FREDERICK L., Junior College Curriculum for Peace?, 371
 Wickhem, Valerie C., 285
 Willett, George, 51
 Williamsport Dickinson Junior College, Pennsylvania, 288
 Wilson, J. W., 302
 Wilson, Theodore H., 135
 Wingblade, Henry C., 405
 Winter Project Proves Its Worth, Stoneleigh, ELMER D. WEST, 332
 Wisan, Joseph E., 57
 Women, activities, 36; occupations, 56; residence halls for, 119; students, 276
 Wood, C. R., 210
 Wood Junior College, Mississippi, 133
 Woodrow Wilson, Defense Activities at, BEULAH BEROLZHEIMER, 13
 Woodrow Wilson Junior College, Illinois, 166, 216, 350, 353
 Workbook Put to Work, The College, EGERT LUBBERS, 89
 Work Experience?, Should Instructors Have, GEORGE A. GILGER, JR., 192
 World Almanac, 408
 Worthington Junior College, Minnesota, 240
 Wright Junior College, Illinois, 52, 80, 401
 Wykoff, G. S., 57
 Wyoming, 331
 Year of Indecision, A, GEORGE F. ZOOK, 275
 Yeuell, Gladstone H., 210
 York Junior College, Pennsylvania, 21, 50, 405
 You Can Use French, Too, in South America, LUCY M. GIDNEY, 28
 Youel, D. B., 124
 Youth agencies, 120
 Zapoleon, Marguerite W., 409
 Zechiel, A. N., 120
 Zoller, E. W., 116, 164
 Zook, George F., 69; A Year of Indecision, 275

MAY 27 1943

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In This Issue:

	<i>Page</i>
THE MEETING THAT WAS NOT HELD	419
NEW OFFICERS ELECTED	419
PROPOSED LEGISLATION IN MASSACHUSETTS	420
<i>John P. Tilton</i>	
FACULTY NEEDS AND REQUIREMENTS	427
<i>David B. Pugh and Roy E. Morgan</i>	
AMERICA'S SHARE	436
<i>John Stocker</i>	
ANNUAL REPORT OF EXECUTIVE SECRETARY	439
<i>Walter C. Eells</i>	
REPORTS OF ASSOCIATION COMMITTEES	447
<i>Committee Chairmen</i>	
REPORT OF TREASURER	454
<i>Walter C. Eells</i>	
WARTIME ACTIVITIES	455
REPORTS AND DISCUSSION	458
FROM THE SECRETARY'S DESK	461
JUNIOR COLLEGE WORLD	462

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JUNIOR COLLEGE LIBRARIES SECTION OF AMERICAN LIBRARY ASSOCIATION (1926)

Chairman—WAYE NOGGLE, Virginia Junior College, Virginia, Minnesota
Secretary—MARY H. CLAY, Northeast Junior College Division Library, Monroe, Louisiana

REGIONAL ORGANIZATIONS

NEW ENGLAND JUNIOR COLLEGE COUNCIL (1922)

President—ROY M. HAYES, Ricker Junior College, Houlton, Maine
Secretary—MRS. GLADYS BECKETT JONES, Garland School, Boston, Massachusetts

JUNIOR COLLEGE COUNCIL OF THE MIDDLE STATES (1925)

President—ROBERT H. MORRISON, State Department of Education, Trenton, New Jersey
Secretary—ANNE D. McLAUGHLIN, Georgetown Visitation Junior College, Washington, D. C.

NORTH CENTRAL COUNCIL OF JUNIOR COLLEGES (1926)

President—JAMES C. MILLER, Christian College, Columbia, Missouri
Secretary—ALBERT G. DODD, Morgan Park Junior College, Chicago, Illinois

NORTHWEST ASSOCIATION OF JUNIOR COLLEGES (1925)

President—G. A. ODGERS, Multnomah College, Portland, Oregon
Secretary—C. H. LEWIS, Mount Vernon Junior College, Mount Vernon, Washington

SOUTHERN ASSOCIATION OF JUNIOR COLLEGES

President—CURTIS BISHOP, Averett College, Danville, Virginia
Secretary—JOHN GRAY, Lamar College, Beaumont, Texas

Directory of Junior College Organizations

(With Year of Organization)

ARKANSAS JUNIOR COLLEGE ASSOCIATION (1936)

President—H. B. BRATCHER, Hot Springs Junior College, Hot Springs, Arkansas
Secretary—ELMANOR GILLIAM, El Dorado Junior College, El Dorado, Arkansas

CALIFORNIA JUNIOR COLLEGE FEDERATION (1927)

President—JOHN G. HOWES, Taft Junior College, Taft, California
Secretary—GEORGE H. GETER, Glendale Junior College, Glendale, California

NORTHERN CALIFORNIA JUNIOR COLLEGE ASSOCIATION (1928)

President—WILLIAM B. KRATT, Menlo Junior College, Menlo Park, California
Secretary—KATHLEEN L. SHAGRAVES, Stockton Junior College, Stockton, California

CENTRAL CALIFORNIA JUNIOR COLLEGE ASSOCIATION

President—J. WENDELL HOWE, Taft Junior College, Taft, California
Secretary—EDNA L. DRESSER, Taft Junior College, Taft, California

SOUTHERN CALIFORNIA JUNIOR COLLEGE ASSOCIATION (1930)

President—D. R. HENRY, Ventura Junior College, Ventura, California
Secretary—CECIL C. STEWART, Pasadena Junior College, Pasadena, California

CONNECTICUT CONFERENCE OF JUNIOR COLLEGES (1940)

President—RICHARD P. SAUNDERS, New London Junior College, New London, Connecticut
Secretary—JULIA M. STOCKOVER, New Haven YMCA Junior College, New Haven, Connecticut

GEORGIA ASSOCIATION OF JUNIOR COLLEGES (1929)

President—GEORGE H. KING, Abraham Baldwin Agricultural College, Tifton, Georgia
Secretary—A. P. MARKERT, Junior College of Augusta, Augusta, Georgia

ILLINOIS ASSOCIATION OF JUNIOR COLLEGES (1932)

President—W. J. MORRIS, North Park College, Chicago, Illinois
Secretary—JAMES L. BECK, Thornton Junior College, Harvey, Illinois

UNIVERSITY OF ILLINOIS JUNIOR COLLEGE CONFERENCE (1935)

President—WILLIAM D. COPELAND, Lincoln College, Lincoln, Illinois
Secretary—D. A. GROSSEMAN, University of Illinois, Urbana, Illinois

JUNIOR COLLEGE SECTION OF IOWA STATE TEACHERS ASSOCIATION

President—J. R. THORNGREN, Boone Junior College, Boone, Iowa
Secretary—V. S. FOGDALL, Burlington Junior College, Burlington, Iowa

KANSAS PUBLIC JUNIOR COLLEGE ASSOCIATION (1933)

President—W. W. BASS, Chanute Junior College, Chanute, Kansas
Secretary—H. B. UNRUH, Pratt Junior College, Pratt, Kansas

MICHIGAN ASSOCIATION OF JUNIOR COLLEGES (1929)

President—ANNE MCGURK, Highland Park Junior College, Highland Park, Michigan
Secretary—A. G. UMBERT, Muskegon Junior College, Muskegon, Michigan

MINNESOTA JUNIOR COLLEGE DEANS ASSOCIATION (1939)

President—O. H. GIBSON, Eveleth Junior College, Eveleth, Minnesota
Secretary—MARVIN C. KNUDSON, Worthington Junior College, Worthington, Minnesota

MISSISSIPPI JUNIOR COLLEGE LITERARY AND ATHLETIC ASSOCIATION (1938)

President—G. M. MCLENDON, Hinds Junior College, Raymond, Mississippi
Secretary—KNOX M. BROOM, State Supervisor of Junior Colleges, Jackson, Mississippi

MISSOURI ASSOCIATION OF JUNIOR COLLEGE ADMINISTRATORS (1933)

President—H. E. BLAINE, Joplin Junior College, Joplin, Missouri
Secretary—F. J. MARSTON, Kemper Military School, Boonville, Missouri

NEBRASKA JUNIOR COLLEGE ASSOCIATION (1941)

President—WAYNE JOHNSON, Scottsbluff Junior College, Scottsbluff, Nebraska
Secretary—HAROLD NELSON, Fairbury Junior College, Fairbury, Nebraska

NEW JERSEY JUNIOR COLLEGE ASSOCIATION (1938)

President—ARTHUR E. ARMITAGE, College of South Jersey, Camden, New Jersey
Secretary—ROBERT H. MORRISON, State Department of Public Instruction, Trenton, New Jersey

OKLAHOMA JUNIOR COLLEGE ASSOCIATION

President—EMILY B. SMITH, Altus College, Altus, Oklahoma
Secretary—BESSIE HUFF, Muskogee Junior College, Muskogee, Oklahoma

OKLAHOMA MUNICIPAL JUNIOR COLLEGE ASSOCIATION

President—EMILY B. SMITH, Altus Junior College, Altus, Oklahoma
Secretary—HASEL SKULL, Kiowa County Junior College, Hobart, Oklahoma

TEXAS ASSOCIATION OF JUNIOR COLLEGES (1934)

President—CHARLES F. SCHMIDT, Blinn College, Brenham, Texas
Secretary—L. W. HARTSFIELD, Hillsboro College, Hillsboro, Texas

TEXAS PUBLIC JUNIOR COLLEGE ASSOCIATION

President—J. F. MEAD, Amarillo College, Amarillo, Texas
Secretary—L. W. HARTSFIELD, Hillsboro College, Hillsboro, Texas

JUNIOR COLLEGE SECTION OF TEXAS STATE TEACHERS ASSOCIATION

President—WALTER RUNDLE, Lee Junior College, Goose Creek, Texas
Secretary—ROBERT W. SCHMIDT, Lee Junior College, Goose Creek, Texas

WASHINGTON JUNIOR COLLEGE ASSOCIATION (1936)

President—CHARLES H. LEWIS, Mount Vernon Junior College, Mount Vernon, Washington
Secretary—GORDON D. ALCOEN, Grays Harbor Junior College, Aberdeen, Washington

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